CANADIAN STUDIES WORKSHOP

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SASKATCHEWAN LEARNING
SEPTEMBER 2002

Canadian Studies Workshop - September 2002

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2001 Prototype Examinations

- History
- Native Studies
- Social Studies

105-05298/

WORKSHOP PURPOSE AND OBJECTIVES

PURPOSE:

- To provide support to Canadian Studies teachers (History, Native Studies, and Social Studies) in developing teacher-prepared final examinations as part of their overall evaluation plan

OBJECTIVES:

- To provide an overview of the philosophy, guiding principles, and organization of the three Canadian Studies courses
- To enable participants to identify and apply processes for preparing a comprehensive examination
- To provide an opportunity to experience procedures to establish scoring guidelines and evaluation standards

Canadian Studies Workshop Agenda
September 2002

Introduction (9:00-9:15)

- Philosophy for the three Canadian Studies courses (handout)
- Guiding principles for evaluation (handout)
- Organization of Canadian Studies (handout)

Exam Development Process (9:15-10:40)

- Establishing tables of specifications
- Strategies to develop effective exam questions
- Review and analysis of January 2002 exam

Exam Scoring (10:40-11:25)

- Establish scoring guidelines
- Subject-alike groups mark sample responses from June 2002 exams
- Standard setting—discussion and group consensus

Workshop evaluation and next steps

SCOPE OF THE WORKSHOP

What is included –

- ❖ information on how to develop comprehensive examinations and how that process informs classroom practice
- ❖ experience with establishing marking keys and with scoring sample student responses
- ❖ review and distribution of two 2002 departmental exams for each of the three Canadian Studies courses (History, Native Studies, and Social Studies)

What is not included –

- ❖ comprehensive review of curriculum content and resources

Philosophy Behind Developing Three Canadian Studies Courses

- Grade 12: Canadian Studies—3 ways to approach the topic "Canadian Studies"
    - History
    - Native Studies
    - Social Studies

- Core Curriculum
    - Required Areas of Study
        - Language arts
        - Math
        - Science
        - Social studies
        - Health education
        - Arts education
        - Physical education
    - Common Essential Learnings
        - Communication
        - Numeracy
        - Independent learning
        - Personal and social values and skills
        - Critical and creative thinking
        - Technological literacy
    - Locally Determined Options
    - Adaptive Dimension

Information Bulletin for Administrators: Canadian Studies
(March 1997)

- Parallel courses
- Students required to take one of three
- Emphasize CELs, especially independent learning, critical and creative thinking, personal and social values and skills, communication
- Canadian Studies designed to provide learning opportunities which enable students to think independently and to be able to develop thoughtful interpretations of issues in Canadian society
- History, Native Studies, Social Studies –related conceptual and skills objectives
- All explore concepts fundamental to Canadian society
- All use similar intellectual abilities and skills
- Goals of all courses: to help students understand the major issues facing Canadians at the end of the 20th century (see p. 3 of Information Bulletin for good summary of each course)

Guiding Principles for Evaluation in Canadian Studies

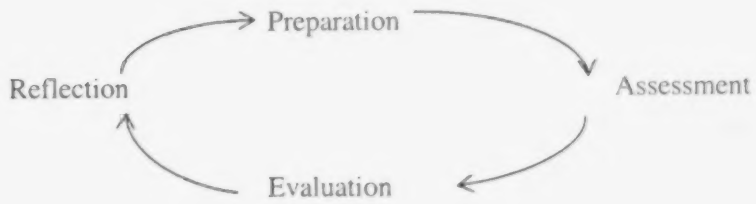
- foundational objectives
- values objectives
  - don't evaluate value position as right or wrong, except in the case of fundamental human rights
  - much of this evaluation of these objectives will be informal (departmental exams did not evaluate values objectives)
- evaluation of skills/abilities and knowledge important

Definitions

- **assessment**—preliminary phase
  --gathering information
- **evaluation**—weighing of assessment information against a standard (e.g., objectives)
  - three types
    - formative—ongoing, to improve instruction and student learning, provides teachers with material that can be used to modify objectives
    - summative—often at end of unit of study, to determine what has been learned, to summarize student progress, to report on progress relative to objectives
    - diagnostic—usually occurs at beginning of year or before unit of study

- Evaluation is essential part of teaching-learning process
- Evaluation should be guided by learning outcomes and variety of strategies should be used
- Evaluation plans communicated in advance
- Evaluation should be fair and equitable
- Evaluation should help students
- Teacher should reflect on his/her role

- Cyclical process



Organization of Canadian Studies

- "because we live in a complex society, students require a thorough knowledge of social issues and history" (Minister's response to High School Review Advisory Committee's Final Report *Policy Directions for Secondary Education in Saskatchewan)*
- Major goals for social studies
  - Concept formation
    - Apply concepts to knowledge—to organize info, interpret info, communicate info
    - Apply concepts to skills and abilities --so that students understand the skills/abilities necessary in organizing, interpreting and communicating social studies info
    - Apply concepts to values—so students can evaluate the ideas and beliefs facing citizens in a democratic society
    - develop a perspective to allow students to find a pattern in the complexities of current events
  - SS
    - Change
    - Economic Development
    - Culture
    - Governance
    - Globalization
  - History
    - Relationships: Peoples and Paradigms
    - The Nineteenth Century: The Road to Democracy
    - External Forces and Domestic Realities
    - The Forces of Nationalism
    - Challenges and Opportunities
  - Native Studies
    - Aboriginal and Treaty Rights
    - Governance
    - Land Claims and Treaty Land Entitlements
    - Economic Development
    - Social Development

Content Concerns

- Indian and Metis content
- Gender equity
- Resource-based learning
- Multicultural education

This organizer can also be found in the History and Social Studies curriculum guides on pages 26-27.

Canadian Studies 30 Organizer

History	Relationships: Peoples and Paradigms	The Nineteenth Century: The Road to Democracy
Content Understandings Students need to understand:	The arrival of the Europeans began a process of social change that was to influence the assumptions and practices of both the First Nations and the Europeans. • all societies will evolve a worldview that includes assumptions and practices surrounding key societal relationships • a society's assumptions and practices will be influenced, and sometimes changed to meet new realities.	Within societies there exists a competition to influence the societal decision making processes. The process leading to Confederation involved seeking consensus among the major competing interest groups. • groups within a society will compete for influence over the societal decision making processes. • groups will possess an agenda and "vision" for the nation that best secures the group's well-being.
Key Concepts	Worldview — Land Sovereignty — Acculturation	Responsible Government — Interest Group Economic Well-being — Regionalism Environment
Key Skills	Criteria — Dialectical Thinking Dialectical Evaluation — Evaluation	Criteria — Dialectical Evaluation Evaluation
Native Studies	**Aboriginal and Treaty Rights**	**Governance**
Content Understandings Students need to understand:	Aboriginal rights flow from traditional use and occupancy of land and treaty rights flow from agreements signed between sovereign nations. • the diversity of Canadian Aboriginal nations • the influences of worldview on daily life • the basis of Aboriginal rights • the basis of Treaty rights • the interpretation of Aboriginal and Treaty rights.	Prior to colonization, Aboriginal nations were independent and self-governing. The inherent right to self-determination is continuous. • the nature of traditional leadership and governments • the impact of the *Indian Act* • the history and contemporary issues of Aboriginal political systems • the models of self-government.
Key Concepts	Worldview — Identity Sovereignty — Diversity	Change — Human Rights Self-government — Leadership
Key Skills	Inquiry Critical thinking	Decision-making Problem-solving
Social Studies	**Change**	**Economic Development**
Content Understandings Students need to understand:	Change has been, and is, a constant reality facing Canadian students. • the major change events in Canadian history • the change process • the impact of change on a society's worldview.	There has been a significant relationship between the people of Canada, the geography, and their standard of living. • that the environment and society act as systems • that people create models in order to understand and control these systems • that models can and should be evaluated and changed as needed.
Key Concepts	Worldview — Society Social Change — Legitimacy Social Contract	Model — Standard of living Worldview
Key Skills	Dialectical Evaluation — Dialectical Thinking Criteria — Moral Tests	Modelling — Criteria Evaluation — Dialectical Evaluation

External Forces and Domestic Realities	The Forces of Nationalism	Challenges and Opportunities
The First World War and the Depression of the 1930s, demonstrated to Canadians how external forces could significantly influence the well-being of the Canadian nation. • new realities can represent challenges to existing beliefs and practices. • significant external events were to cause Canadians to re-evaluate existing societal assumptions and practices concerning the role of government in securing the well-being of the citizenry.	The forces of nationalism emerged in the decades following the Second World War and were to influence both Canadian policy makers and public. • Canadian nationalists hold concerns over the degree of U.S. influence on the well-being of the nation. • Within francophone Quebec, nationalist sentiment was reflected in the re-emergence of a separatist movement.	Canadian society, in the last decades of the 20th century, has been challenged by global and domestic challenges. • the emergence of a global economy has raised the issue of whether Canadians have the ability to establish policies that reflect Canadian realities. • there have emerged movements seeking to ensure that their membership have access and participation in national and societal decision making.
Government — Ideology Social Contract — Welfare State Equalization	Sovereignty — External Influence Foreign Policy — Social Cohesion Environment	Diversity — Multiculturalism Charter of Rights and Freedoms
Cause and Effect — Criteria Dialectical Evaluation — Evaluation	Cause and Effect — Criteria Dialectical Evaluation — Evaluation	Cause and Effect — Criteria Dialectical Evaluation — Evaluation
Land Claims and Treaty Land Entitlements	**Economic Development**	**Social Development**
Aboriginal land claims are classified as comprehensive claims and specific claims. • cultural factors and worldviews influence all relationships • procedures for resolving comprehensive and specific land claims • procedures for settlement of Métis land claims.	Development of natural resources relates to Aboriginal rights, land claims and self-government issues. • environmental relationships influence economic development. • cultural factors and worldview affect resource management practices. • Aboriginal rights influence economic development. • technical, social and cultural implications of economic development.	Current social issues have an historical basis and continue to impact contemporary Canada. • societies experience conflict and develop strategies to resolve conflict. • education is an instrument of cultural survival. • health issues relate to socio-economic and cultural factors. • Aboriginal peoples respond to justice, education, child welfare and health issues.
Relationships — Interdependence Worldview — Tradition Research Evaluation/Synthesis	Economics — Development Sustainable development — Relationships Decision-making Dialectical Reasoning	Change — Interdependence Diversity — Acculturation Social action Reflective process
Culture	**Governance**	**Globalization**

Canadian society was formed out of the Aboriginal peoples and the many different groups who immigrated to Canada.
 	
• the fundamental assumptions of a democratic society.
• the issues involved resolving diverse ethnic identities within Canadian sovereignty.
• the methods used in resolving ethnic differences have consequences.
	Because Canada is a regional and multicultural nation with many competing interests, it is difficult to govern.
	
	• the constitution establishes the basic rules governing the political process.
	• the constitution is a structure which attempts to balance the rights of
	  • minorities and majorities
	  • regions and the nation
	  • individual and the state
		Canada is living in an increasingly interdependent nation that is affecting the ability of Canadians to make decisions.
		
		• the environmental changes are beyond the power of individual nations to control.
		• the difficult choices to be made in balancing international interests and domestic interests.
		• Canada's role in international relations.

Social Change — Socialization Acculturation — Social Contract Model — Conflict	Conflict — Political System Political Culture — Legitimacy Political Discourse — Cultural Change	International Society — Change International Political System — Dialectical Standard of Living — evaluation
Modelling — Criteria Dialectical Evaluation — Moral Testing	Conflict Resolution — Critical Thinking Dialectical Evaluation — Dialectical Thinking Criteria — Moral Testing	Dialectical Evaluation — Critical Thinking Criteria — Testing

Tables of Specifications

- Based on components of curriculum
    - Objectives
    - Time allotment

Specify:

- Number of questions/unit
- Weighting of questions according to time allotments in curriculum

Key Learning Objectives

- Three categories of objectives:
  - Knowledge –related to specific content
  - Skills/abilities
  - Values

  } can apply to a number of content areas
- Basic skills/abilities emphasized in Canadian Studies
  - Dialectical thinking
    - System of reasoned exchange
    - Assumes different and contradictory view may have merit
    - Merit discovered through reasoned discussion
  - Dialectical evaluation
    - Competing values are defined and evaluated using tests
  - Moral testing
  - Conflict resolution
- Native Studies:
  - Inquiry
  - Cooperative learning
  - Talking circles/oral histories
  - Dialectical thinking

Time Allotment/Exam Analysis

	Social Studies	History	Native Studies
Unit I	Change—20 hours	Relationships and Paradigms—15 hours *	Aboriginal and Treaty Rights
Unit II	Economic Development—20 hours	The 19th Century: Road to Democracy—15 hours	Governance
Unit III	Culture—20 hours	External Forces and Domestic Realities—15 hours	Land Claims and Treaty Land Entitlements
Unit IV	Governance—20 hours	Forces of Nationalism—15 hours	Economic Development
Unit V	Globalization—20 hours	Challenges and Opportunities—15 hours	Social Development

Each unit is given equal time.

* "Time available to teach optional concepts, to enrich or reinforce, or to modify the pacing and timing factors through the use of the Adaptive Dimension." (*History 30: Canadian Studies Curriculum Guide*)

History 30: Canadian Studies (8306)

Table of Specifications

CORE UNITS*	LEVELS OF THINKING				MARKS**
	Knowledge	Comprehension	Application	Higher	
Multiple Choice					
I. Relationships: Peoples and Paradigms	x	x	x		8
II. The Nineteenth Century: The Road to Democracy	x	x	x		8
III. External Forces and Domestic Realities	x	x	x		8
IV. The Forces of Nationalism	x	x	x		8
V. Challenges & Opportunities	x	x	x		8
Subtotal					40
Short Answer (Compulsory)					
Core Units I to V		x	x	x	20
Short Answer (Student's Choice)					
Core Units I to V		x	x	x	20
Essay					
Core Units I to V		x	x	x	20
Subtotal					60
Total					100

* Refer to *History 30: Canadian Studies Curriculum Guide, June 1997*, pages 103-109 (Unit 1); 203-209 (Unit 2); 303-313 (Unit 3); 403-411 (Unit 4); 503-511 (Unit 5).

** Mark values for each section may vary by ±2% on the Multiple-Choice Section and ±5% on the Short Answer and Essay Sections.

Multiple-Choice: There will be 20 questions worth 2 marks each.

Short Answer Sections: Questions in these sections may focus on content or concepts found in one or more of the 5 Core Units. Short answer items may vary in response required from one or two sentences to a paragraph.

In the compulsory short answer section, students do all questions presented in this section.

In the student's choice short answer section, students have the option of selecting a specified number of items from those presented to them. For example, students may be asked to complete 2 of the 3 questions in the section.

Essay Section: Students must be able to develop an essay on one of several given topics. Student answers to individual questions are expected to demonstrate a comprehensive understanding of the course by drawing material from several units. The essay must be in a five-paragraph format organized as follows:

- Paragraph 1 contains an introduction to the problem or issue, a statement of the thesis or main idea to be proved, and an outline of topics to be discussed. (2 marks)

NEW

- Paragraphs 2 to 4. Each is an exploration of one topic pertaining to the thesis. These paragraphs should contain factual information. Marks are allotted for facts and quality of argument. (12 marks)
- Paragraph 5 is a conclusion which summarizes the evidence, states a conclusion, and comments upon the importance of the findings. (2 marks)

NEW

In marking the essay, form, clarity, and mechanics will be taken into account for 2 marks and quality of argument in support of the thesis for 2 marks.

See Appendix C for Prototype Exam.

Native Studies 30: Canadian Studies (8321)

Table of Specifications

CORE UNITS*	LEVELS OF THINKING				MARKS**
	Knowledge	Comprehension	Application	Higher	
Multiple Choice					
I. Aboriginal and Treaty Rights	x	x			8
II. Governance		x	x		8
III. Land Claims and Treaty Land Entitlements	x	x	x		8
IV. Economic Development	x	x			8
V. Social Development	x	x	x		8
Subtotal					40
Short Answer (Compulsory)					
Core Units I to V			x	x	20
Short Answer (Student's Choice)					
Core Units I to V		x	x	x	20
Essay					
Core Units I to V			x	x	20
Subtotal					60
Total					100

* Refer to *Native Studies 30: Canadian Studies Curriculum Guide, June 1997,* pages 104-114 (Unit 1); 204-222 (Unit 2); 304-312 (Unit 3); 403-412 (Unit 4); 504-522 (Unit 5).

** Mark values for each section may vary by ±2% on the Multiple-Choice Section and ±5% on the Short Answer and Essay Sections.

Multiple-Choice: There will be 20 questions worth 2 marks each.

Short Answer Sections: Questions in these sections may focus on content or concepts found in one or more of the 5 Core Units. Short answer items may vary in response required from one or two sentences to a paragraph.

In the compulsory short answer section, students do all questions presented in this section.

In the student's choice short answer section, students have the option of selecting a specified number of items from those presented to them. For example, students may be asked to complete 4 of the 6 questions in the section.

Essay Section: Students must be able to develop an essay on one of several given topics. Topics will come from all units in the course. The essay must be in a five-paragraph format organized as follows:

- Paragraph 1 contains an introduction to the problem or issue, a statement of the thesis or main idea to be proved, and an outline of topics to be discussed. (2 marks)
- Paragraphs 2 to 4. Each is an exploration of one topic pertaining to the thesis. These paragraphs should contain factual information. (14 marks)
- Paragraph 5 is a conclusion which summarizes the evidence, states a conclusion, and comments upon the importance of the findings. (2 marks)

In marking the essay, form, clarity, and mechanics will be taken into account for 2 marks.

See Appendix D for Prototype Exam.

Social Studies 30: Canadian Studies (8307)

Table of Specifications

CORE UNITS*	LEVELS OF THINKING				MARKS**
	Knowledge	Comprehension	Application	Higher	
Multiple Choice					
I. Change	x	x	x		8
II. Economic Development	x	x	x		8
III. Culture	x	x	x		8
IV. Government	x	x	x		8
V. Globalization	x	x	x		8
Subtotal					40
Short Answer (Compulsory)					
Core Units I to V		x	x	x	20
Short Answer (Student's Choice)					
Core Units I to V		x	x	x	20
Essay					
Core Units I to V		x	x	x	20
Subtotal					60
Total					100

* Refer to *Social Studies 30: Canadian Studies Curriculum Guide, June 1997*, pages 103-109, 203-212, 303-313, 403-413, 507-512.

** Mark values for each section may vary by ±2% on the Multiple-Choice Section and ±5% on the Short Answer and Essay Sections.

Multiple-Choice: There will be 20 questions worth 2 marks each.

Short Answer Sections: Questions in these sections may focus on content or concepts found in one or more of the 5 Core Units. Short answer items may vary in response required from point form to a paragraph. In marking the paragraphs, 1 of the 5 marks is allotted for proper paragraph construction.

NEW

In the compulsory short answer section, students do all four questions presented in this section. In the student's choice short answer section, students have the option of selecting a specified number of items from those presented to them. For example, students may be asked to complete 4 of the 6 questions in the section. Construction of a concept map may be one of the choices. Analysis of a cartoon may be one of the choices.

Essay Section: Students must be able to develop a dialectical essay on one of four topics. Topics will come from all units in the course. The dialectical essay must conform to the following format:

- Paragraph 1 – write an introduction that describes the issue to be considered, identifies the alternative viewpoints to be discussed, and explains the significance of the issue. (4 marks)
- Paragraph 2 – explain one of the viewpoints – state the viewpoint, identify who (individual, group, country, etc.) supports this viewpoint, and provide two pieces of evidence to support this viewpoint. (4 marks)
- Paragraph 3 – explain the alternative viewpoint – state the viewpoint, identify who (individual, group, country, etc.) supports this viewpoint, and provide two pieces of evidence to support this viewpoint. (4 marks)
- Paragraph 4 – explain how the evidence used in paragraphs two and three does or does not support each viewpoint, and apply ONE of the moral tests to BOTH viewpoints. (3 marks)

NEW

- Paragraph 5 – present your conclusion – state the viewpoint you support, and summarize evidence and moral tests which support your viewpoint. (3 marks)

In marking the essay, form, clarity, and mechanics will be taken into account for 2 marks.

See Appendix E for Prototype Exam.

Development of Questions

- Tables of Specifications indicate some of the core types of questions which may be asked.

  - Social Studies
    - Concept map
    - Analysis of a cartoon
    - Dialectical essay

  - History
    - Concept map
    - Analysis of a cartoon
    - Essay

  - Native Studies
    - Concept map
    - Analysis of a cartoon
    - Essay

Guidelines for Developing Questions

- **Multiple choice**

  - The following question suggests to students that simple recall of facts is all that is required of them.
    Certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.

    Which of the following acculturation models does this statement most accurately describe?

    A. annihilation
    B. segregation
    C. assimilation
    D. accommodation

  - Encourage higher order thinking (rather than simple recall) by having a term embedded in the question. For example, rather than having students give a definition of annihilation, segregation, assimilation or accommodation, ask a question like the following from the prototype exam (Native Studies):

Use the excerpt from "A Cry from an Indian Wife" below to answer question 4.

> Curse to the fate that brought them from the East
> To be our chiefs—to make our nation least
> That breathes the air of this vast continent.
> Still their new rule and council is well meant.
> They but forget we Indians owned the land
> From ocean unto ocean; that they stand
> Upon a soil that centuries agone
> Was our sole kingdom and our right alone.
>
> (Pauline Johnson. *Flint and Feather*. Toronto: Musson Book Co., 1912.)

This excerpt from Pauline Johnson's poem "A Cry from an Indian Wife" (1912) takes issue with the European newcomers for ignoring

A. treaty agreements.
B. Aboriginal rights.
C. land claims.
D. nature and the environment.

- **Use of Primary Sources**

  - Ensure that the primary source is an integral part of the question. For example, the following question from the prototype exam (History) requires the students to read and understand the quotation in order to answer the question.

    "Ethnic diversity helped to mute prejudices that were once so prevalent in Canada, and opinion surveys indicate the growth of tolerance among Canadians. Still, discrimination in employment, housing, and other areas continued to face many non-whites, particularly African Canadian and Native peoples. Although human rights legislation in the 1970s ameliorated the situation somewhat, it could not eliminate racism from Canadian society.'

    (Finkel et al. *History of the Canadian Peoples: 1867 to the Present*. Volume II. Toronto: Cop Clark Pitman Ltd. 1993.)

    The details presented in this paragraph best support the thesis that

    A. immigration has not changed Canadian society.
    B. some Canadians are not treated equally in our society.
    C. Canada's immigration policy has been too liberal.
    D. immigration has increased racism in our society.

- **Variety of Question Types**

  - The following examples are variations of the concept map question.

10 3. EXAMPLE 1 (high level of understanding expected)
Use the paragraph below to construct a concept map summarizing the early ideas of the Co-operative Commonwealth Federation.

> ". . . the CCF rejected both capitalism and the revolutionary rhetoric of the Communists. The CCF's Regina Manifesto in 1933 proclaimed the possibility of a parliamentary road to socialism. The manifesto suggested that major industries ought to be under either government or co-operative control and that the state, rather than the marketplace, should determine levels of investment to bring an end to boom-bust cycles. The manifesto reflected compromise among the party's constituents. The farmers were promised that a democratic socialist government would not nationalize land and indeed would have as a goal the preservation of family farms. The socialists were assured that the CCF's ultimate goal was an egalitarian nation. The manifesto, after outlining a set of public-spending measures to get the unemployed back to work, ended on a radical note: 'No C.C.F. Government will rest content until it has eradicated capitalism and put into operation the full programme of socialized planning which will lead to the establishment in Canada of the Co-operative Commonwealth."
> (Finkel et al. *History of the Canadian Peoples, Vol. II.)*

Directions for concept mapping:

(2) a. Select a minimum of 15 concepts (nouns) from the above excerpt.

(2) b. Using **The Co-operative Commonwealth Federation** as the organizing concept, arrange the 15 concepts into a hierarchical concept map which summarizes the key ideas of the passage.

(2) c. Circle each concept and join the concepts with relationship lines to produce a complete and accurate summary of the reading.

(4) d. Label each relationship line with a verb or a preposition.

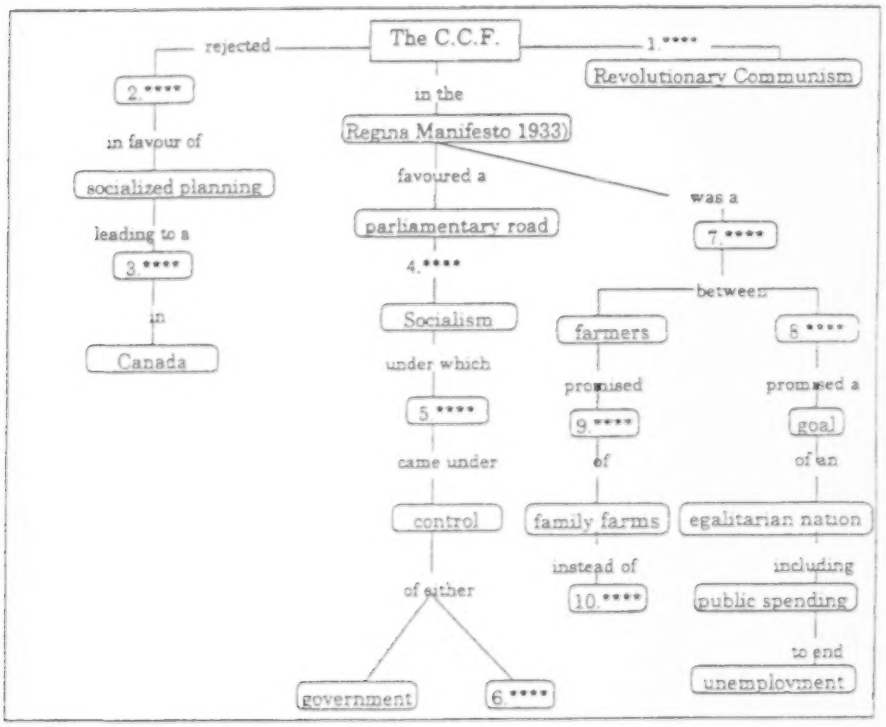
Hint: An effective hierarchical concept map permits the reader to read from the organizing concept along the relationship lines from concept to concept as one would read a sentence. Each strand presents one complete thought.

10

3. EXAMPLE 2 (moderate level of understanding expected)
Use the paragraph and the concept map to answer the questions on the early ideas of the Co-operative Commonwealth Federation.

". . . the CCF rejected both capitalism and the revolutionary rhetoric of the Communists. The CCF's Regina Manifesto in 1933 proclaimed the possibility of a parliamentary road to socialism. The manifesto suggested that major industries ought to be under either government or co-operative control and that the state, rather than the marketplace, should determine levels of investment to bring an end to boom-bust cycles. The manifesto reflected compromise among the party's constituents. The farmers were promised that a democratic socialist government would not nationalize land and indeed would have as a goal the preservation of family farms. The socialists were assured that the CCF's ultimate goal was an egalitarian nation. The manifesto, after outlining a set of public-spending measures to get the unemployed back to work, ended on a radical note: 'No C.C.F. Government will rest content until it has eradicated capitalism and put into operation the full programme of socialized planning which will lead to the establishment in Canada of the Co-operative Commonwealth."

(Finkel et al. *History of the Canadian Peoples, Vol. II.*)

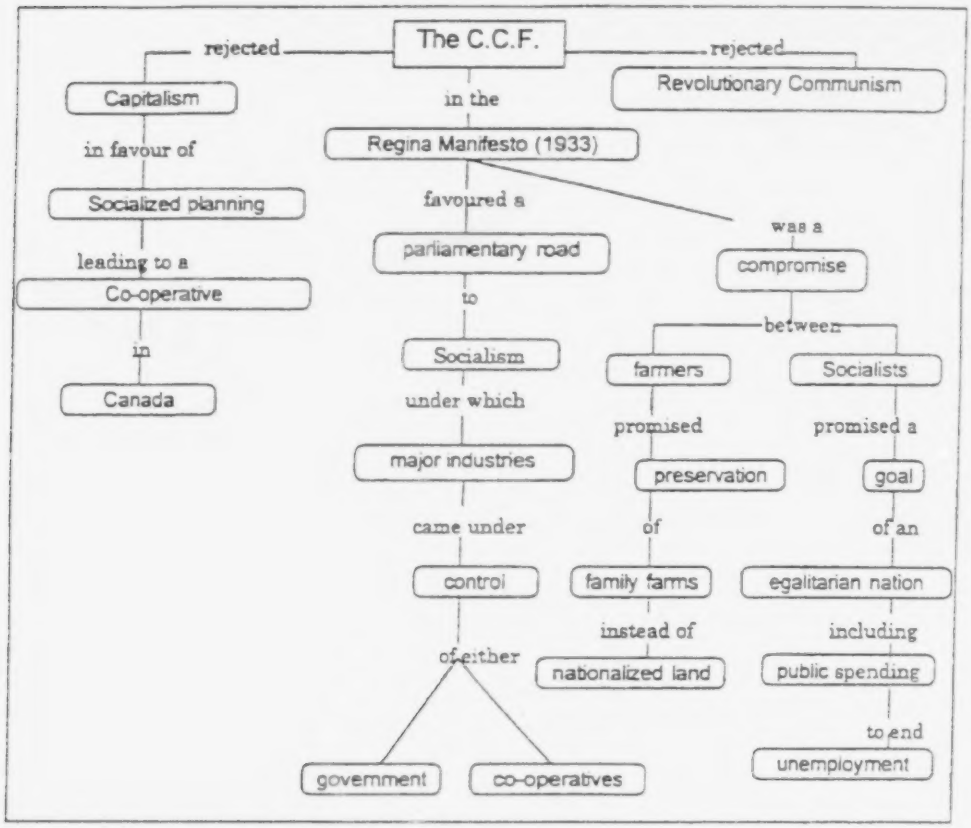


(5) a. Use words and/or ideas from the reading to fill in the missing concepts (nouns, noun phrases) and linking words (verbs, prepositions) on the concept map. In your answer, use the numbers to indicate where each word belongs on the completed map.

(5) b. Use the underlined portion of the paragraph to create a new concept strand in which you

- use at least <u>five</u> concepts;
- arrange the concepts in hierarchical order;
- circle each concept, and join the concepts with relationship lines;
- label <u>each</u> relationship line with a verb or a preposition;
- indicate exactly where you would join this strand to the original concept map.

10 3. EXAMPLE 3 (basic level of understanding expected)
Use the concept map on the early ideas of the Co-operative Commonwealth Federation (C.C.F.) to answer the accompanying questions.



(2) a. Name <u>two</u> ideologies mentioned in the concept map.

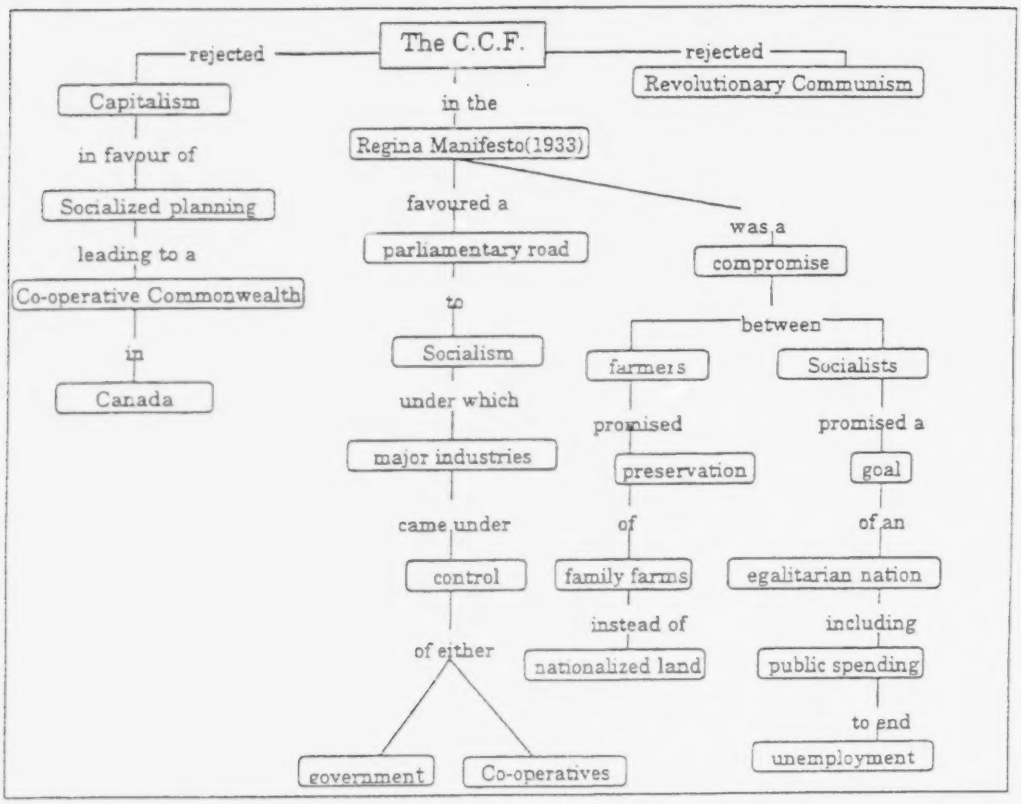
(2) b. Name <u>two</u> interest groups within the C.C.F. (Co-operative Commonwealth Federation).

(2) c. Use data and context clues from the concept map to define the concept of a "Co-operative Commonwealth."

(4) d. In a brief paragraph, describe the role of the state in society according to C.C.F. philosophy and The Regina Manifesto.

SECTION III: Short-Answer Questions (Student Choice)

3. - Example 1 answer



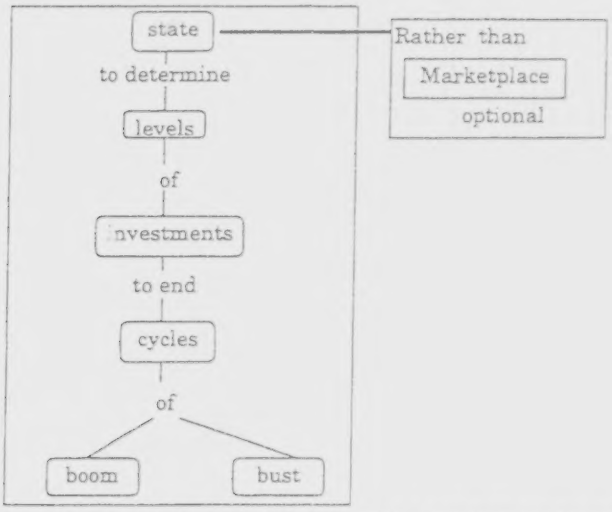
3. - Example 2 answer

) ½ ea.

a.
1. rejected
2. Capitalism
3. Co-operative Commonwealth
4. to
5. major industries
6. co-operatives
7. compromise
8. socialists
9. preservation
10. nationalized land

(5) b. One mark for each correct operation designated in the question.

e.g.



- join to central strand, under Socialism with a line from "under which" to state.

3. - Example 3 answer

(2) a. Socialism; Communism; Capitalism

(2) b. farmers; socialists

(2) c. Co-operative Commonwealth is a society based on any two of the following:
- democratic principles
- egalitarian beliefs
- interventionist government
- and popular involvement through government and/or cooperative

(4) d. In a brief paragraph, describe the role of the state in society according to C.C.F. philosophy and the Regina Manifesto.
- thesis statement - 1 mark - state is an instrument of social justice.
- factors: - control major industries
  - goal of creating an egalitarian nation
  - use of public (gov't) spending to combat social ills e.g. unemployment
  - preserve individually in terms of family farms

5 8. Use the brief reading that follows to develop a concept map which adequately describes the National Policy.

Directions for concept mapping:

- select the key concepts (nouns) from the reading
- (1) organize the selected concepts into a hierarchical concept map which summarizes the main ideas of the reading
- (2) circle each key concept and join the concepts with relationship lines
- (2) label each relationship line with a verb or a preposition

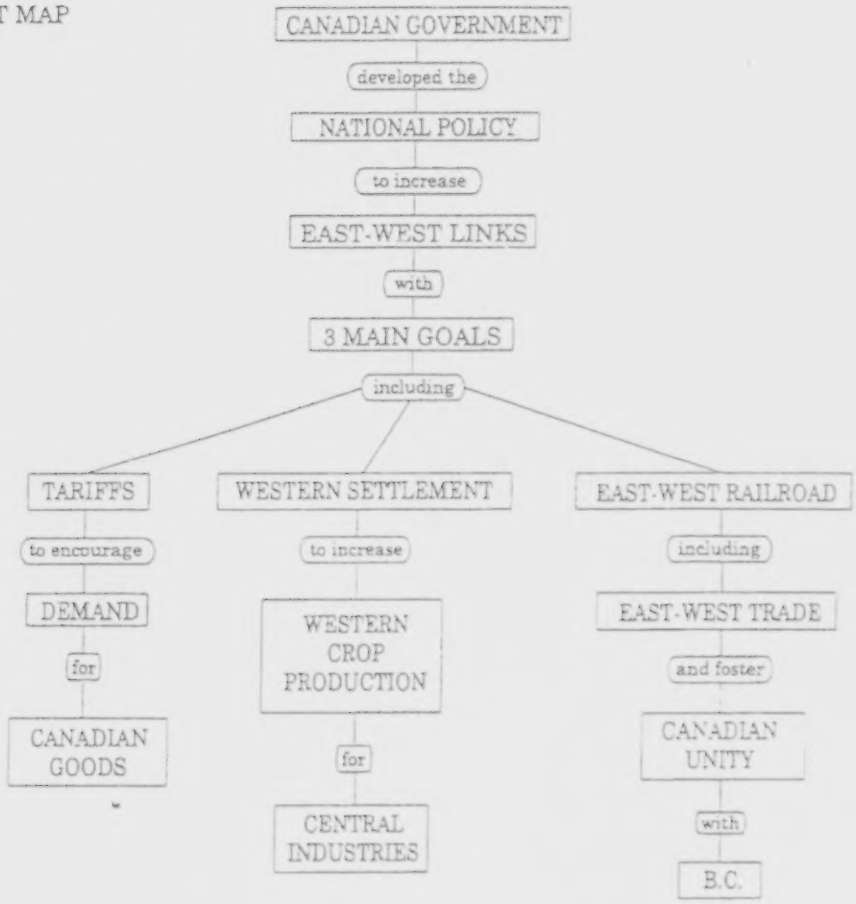
The government developed a "National Policy" in the late 1870s to increase east-west, cross-Canada links. The National Policy, developed largely by Prime Minister John A. Macdonald, had three main goals:

First, place a tariff on American-made goods entering Canada. This would make U.S. goods more expensive and therefore encourage the growth of industry in Ontario and Quebec.

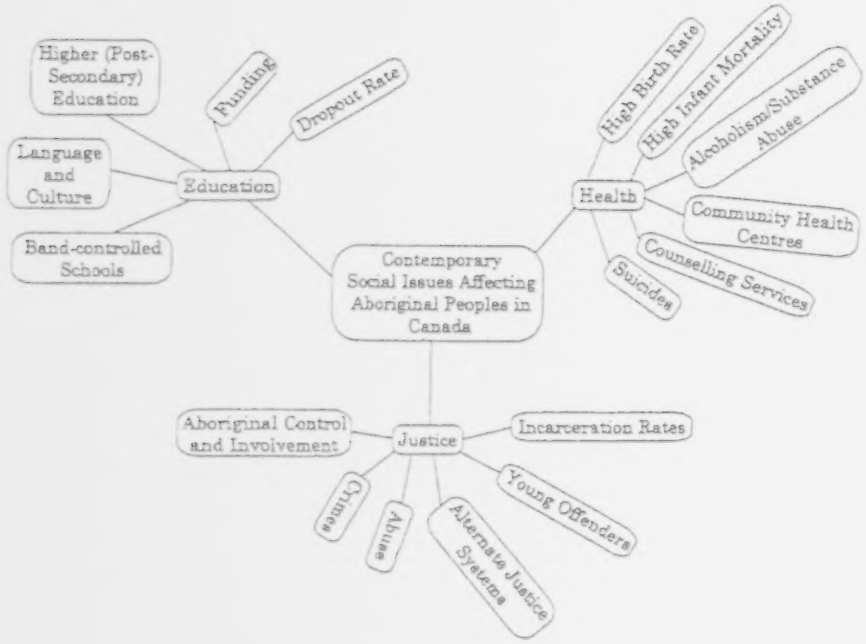
Second, increase settlement in the Prairie West. Settlers in the West would grow crops for export and buy goods from industries in Central Canada. Canada, the government hoped, would become a transcontinental nation, with Quebec and Ontario as the dominant partners.

Third, complete the Canadian Pacific Railway. The CPR would carry settlers to the West, satisfy British Columbia's desire for an east-west transcontinental link, and help east-west-trade within Canada.

8. CONCEPT MAP



5 10. Concept Web



Explain five (5) relationships that are expressed in this concept web.

5 10. A contemporary social issue is – health

- health
  - high birth rate in Aboriginal community
  - high infant mortality rate
  - high alcohol and substance abuse
  - high rates of suicide
  - Aboriginal community provide community services

A contemporary social issue is – justice

- justice
  - high incarceration rates
  - over representation of young offenders
  - high rate of crimes
  - Aboriginal community has Alternate Justice Systems
  - Aboriginal community involved in solutions

A contemporary social issue is – education

- education
  - high dropout rate
  - Aboriginal community moving to band-controlled schools
  - Aboriginal language and culture being taught
  - Aboriginal community administering own funding
  - higher success of graduates at post-secondary level

- **Essay Questions**

  - Try to have the expected structure of the essay as an integral part of the question. For example, the attached question from the prototype Native Studies exam not only incorporates a definition, but also clearly establishes the three major expectations of the essay, which are also outlined in the general information about the essay.

SECTION IV: Essay Question (Student Choice)

20 ANSWER ONE OF THE QUESTIONS IN THIS SECTION.

Use the essay format outlined below. Essays should be written in a five-paragraph format organized as follows:

Paragraph 1 contains an introduction to the problem or issue, a statement of the thesis or main idea to be proved, and an outline of topics to be discussed.

Paragraphs 2 to 4. Each is an exploration of one topic pertaining to the thesis. These paragraphs should contain factual information.

Paragraph 5 is a conclusion which summarizes the evidence, states a conclusion and comments upon the importance of the findings.

Marks will be assigned as follows:

14 marks for the body
2 marks for the introduction
2 marks for the conclusion
2 marks for form, clarity, and mechanics

13. "During the past two decades, economic development and the Indian vision of self-government have become interdependent. . . . The success of native-run gambling casinos and bingo halls in the United States provides some inspiration for Indian leaders in Canada. . . . In Canada many Indian leaders see gambling as both the fastest, most effective way to finance self-government and a visible declaration of self-government authority."
(Comeau, P. and Santin, A. *The First Canadians: A Profile of Canada's Native People Today (2nd ed.)*. Toronto: James Lorimer and Company Ltd., 1995.)

Explain the positive and negative impacts of establishing gambling as an economic base and discuss how the establishment of casinos is a visible declaration of self-government authority.

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): [History] Native Studies Social Studies

Exam sitting (circle one): [January] March May June August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	4	1, 2, 3			8
	Sh Answer Compulsory				1	10
	Sh Answer Choice					
	Essay					
2	Multiple-Choice	8	5, 6, 7			8
	Sh Answer Compulsory					
	Sh Answer Choice				3	10
	Essay					
3	Multiple-Choice	12	9, 11	10		8
	Sh Answer Compulsory				2	10
	Sh Answer Choice					
	Essay					
4	Multiple-Choice	14, 15, 16	13			8
	Sh Answer Compulsory					
	Sh Answer Choice				4	10
	Essay					
5	Multiple-Choice	18, 19, 20		17		8
	Sh Answer Compulsory					
	Sh Answer Choice				5	10
	Essay					

Essay: Units 1-5 6, 7, 8 20

CELs: C CCT IL N PSVS TL

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): History [Native Studies] Social Studies

Exam sitting (circle one): [January] March May June August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	1, 3, 4	2			8
	Sh Answer Compulsory			1		5
	Sh Answer Choice		6	5		10
	Essay			11		20
2	Multiple-Choice	7, 8	5, 6			8
	Sh Answer Compulsory		2			5
	Sh Answer Choice		7			5
	Essay			12		20
3	Multiple-Choice	9, 10, 12	11			8
	Sh Answer Compulsory					
	Sh Answer Choice			8		5
	Essay			13		20
4	Multiple-Choice		14, 15, 16	13		8
	Sh Answer Compulsory				3	5
	Sh Answer Choice			9		5
	Essay					
5	Multiple-Choice	20	17, 18, 19			8
	Sh Answer Compulsory				4	5
	Sh Answer Choice		10			5
	Essay				14	20

CELs: C CCT IL N PSVS TL

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): History Native Studies [Social Studies]

Exam sitting (circle one): [January] March May June August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	1, 3, 4	2			8
	Sh Answer Compulsory			1		5
	Sh Answer Choice				5	5
	Essay				11	20
2	Multiple-Choice	6	5, 7, 8			8
	Sh Answer Compulsory			4		5
	Sh Answer Choice		6	10		15
	Essay				12	20
3	Multiple-Choice	12	9	10, 11		8
	Sh Answer Compulsory				3	5
	Sh Answer Choice			7		5
	Essay					
4	Multiple-Choice	15	16	13, 14		8
	Sh Answer Compulsory				2	5
	Sh Answer Choice		9			5
	Essay				13	20
5	Multiple-Choice	17, 18	19, 20			8
	Sh Answer Compulsory					
	Sh Answer Choice		8			5
	Essay				14	20

CELs: C CCT IL N PSVS TL

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): [History] Native Studies Social Studies

Exam sitting (circle one): January March May [June] August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	1, 3	2, 4			8
	Sh Answer Compulsory				1	10
	Sh Answer Choice					
	Essay					
2	Multiple-Choice	8	6, 7		5	8
	Sh Answer Compulsory				2	10
	Sh Answer Choice					
	Essay					
3	Multiple-Choice	9, 10, 12	11			8
	Sh Answer Compulsory					
	Sh Answer Choice				4	10
	Essay					
4	Multiple-Choice	13, 14, 15, 16				8
	Sh Answer Compulsory					
	Sh Answer Choice				3	10
	Essay					
5	Multiple-Choice	17	18, 19, 20			8
	Sh Answer Compulsory					
	Sh Answer Choice				5	10
	Essay					

Essay: Units 1-5 6, 7, 8 20

CELs: **C** **CCT** **IL** **N** **PSVS** **TL**

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): History Native Studies Social Studies

Exam sitting (circle one): January March May June August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	3	1, 2, 4			8
	Sh Answer Compulsory			1		5
	Sh Answer Choice			5		5
	Essay				11	20
2	Multiple-Choice	5, 7, 8	6			8
	Sh Answer Compulsory					
	Sh Answer Choice		6			5
	Essay				12	20
3	Multiple-Choice	9, 10, 11	12			8
	Sh Answer Compulsory			2		5
	Sh Answer Choice			7		5
	Essay				13	20
4	Multiple-Choice	14, 15	13, 16			8
	Sh Answer Compulsory			3		5
	Sh Answer Choice			8		5
	Essay					
5	Multiple-Choice		17, 18, 19	20		8
	Sh Answer Compulsory			4		5
	Sh Answer Choice			9	10	10
	Essay				14	20

CELs: C CCT IL N PSVS TL

EXAM ANALYSIS: 2002

CANADIAN STUDIES

SUBJECT (circle one): History Native Studies [Social Studies]

Exam sitting (circle one): January March May [June] August

Unit	Question Type	Know	Comp	App	Higher	Total %
1	Multiple-Choice	1, 3, 4	2			8
	Sh Answer Compulsory			1		5
	Sh Answer Choice				5	5
	Essay				11	20
2	Multiple-Choice	6	5, 8	7		8
	Sh Answer Compulsory			2		5
	Sh Answer Choice			6, 7		10
	Essay				12	20
3	Multiple-Choice	9, 11, 12		10		8
	Sh Answer Compulsory		4	3		10
	Sh Answer Choice			8		5
	Essay					
4	Multiple-Choice	13, 14, 15, 16				8
	Sh Answer Compulsory					
	Sh Answer Choice			10		5
	Essay				13	20
5	Multiple-Choice	19, 20		17, 18		8
	Sh Answer Compulsory					
	Sh Answer Choice			9		5
	Essay				14	20

CELs: C CCT IL N PSVS TL

Saskatchewan
Education

Appendix C

For more information, see the Table of Specifications.

Grade 12 Prototype Examination

History 30: Canadian Studies

Course Code 8306

_____
Barcode Number
_____ _____
Month Day
Date of Birth
_____
Assigned I.D. Number

October 2001

History: Canadian Studies

Time X Two and One-Half Hours

Do not spend too much time on any question.
Read the questions carefully.

MACHINE-SCORED SECTION: The first section of this examination will be multiple-choice questions. Record your answers on the Student Examination Form which is provided. Each question has four suggested answers, one of which is better than the others. Select the **best** answer and record it on the Student Examination Form as shown in the example below:

Example:

1. The province with the greatest percentage of its land area contained in one physiographic region is

Answers:

A. British Columbia.
B. Saskatchewan.
C. Quebec.
D. Newfoundland.

Student Examination Form:

1.	(A)	(B)	●	(D)	(E)

Use an ordinary HB pencil to mark your answers on the Student Examination Form. If you change your mind about an answer, be sure to erase the first mark completely. There should be only one answer marked for each question. Be sure there are no stray pencil marks on your answer sheet.

Do not fold either the Student Examination Form or the examination booklet. Be sure to complete the blue identification section of the Student Examination Form.

MARKER-SCORED SECTION: Read Carefully.

1. The remainder of the examination will be marker scored. Space is provided to answer in the examination booklet. If additional space is needed, answer paper will be provided.
2. Do not write your name or place any mark that would disclose your identity on the examination booklet or answer paper.
3. Leave a margin of one inch on the left side of all answer paper used.
4. Write all answers and solutions in **ink**. You may use pencil only for rough work and drawings.
5. Use clear, correct, and effective English and write neatly.
6. Plan the examination so that too much time is not spent on any one question.

Upon completion of the examination, place your Student Examination Form and answer paper behind the examination booklet and **insert both in the same envelope. Be sure to seal the envelope and complete the Student Identification Slip and the information requested on the face of the envelope.**

GRADE 12 DEPARTMENTAL EXAMINATION

HISTORY 30: CANADIAN STUDIES, PROTOTYPE EXAM

VALUE 40 (2×20)

SECTION I: Multiple Choice

ANSWER QUESTIONS 1-20 ON THE STUDENT EXAMINATION FORM.

1. Under the Iroquois Confederacy's Great Law of Peace, a chief, or *sachem*, could be

   A. either male or female.
   B. given absolute powers for making decisions for the Confederacy.
   C. removed from office by the council for not obeying the Great Law.
   D. chosen only from the Mohawk nation.

2. All of the following attributes, EXCEPT ONE, were part of the political decision-making paradigm under Royal Government in New France. Select the **EXCEPTION**.

   A. democratic institutions
   B. paternalism
   C. centralized administration
   D. hierarchy

3. "That his Majesty's Subjects, professing the religion of the Church of Rome, of and in the said Province of Quebec, may have, hold and enjoy, the free Exercise of the Religion of the Church of Rome, subject to the King's Supremacy."

   This clause from the Quebec Act of 1774 illustrates a form of acculturation between the British and their French Canadian subjects known as

   A. segregation.
   B. assimilation.
   C. accommodation.
   D. annihilation.

4. All of the following recommendations, EXCEPT ONE, were made in the Durham Report. Select the **EXCEPTION**.

   A. A union of all British North America
   B. Assimilation of the French Canadians
   C. Responsible government based on a system of "rep. by pop."
   D. A legislative union of Upper and Lower Canada with a system of equal representation

5. The impact of Britain's repeal of the Corn Laws in 1846 on British North America revealed the

   A. dangers of an over-reliance on export markets.
   B. strong colonial ties between Britain and her North American colonies.
   C. strained relationship between Britain and the United States.
   D. advantage of world trade.

6. ". . . I am opposed to this Confederation in which the militia, the appointment of the judges, the administration of justice and our most important civil rights, will be under the control of a General Government the majority of which will be hostile to Lower Canada, of a General Government with the most ample powers, whilst the powers of local governments will be restricted. . . ."

   A. A. Dorion's criticism of Confederation, illustrated in this passage, criticizes the proposals for union primarily on the basis of

   A. equal representation.
   B. the division of powers.
   C. the double majority.
   D. representation by population.

7. The peasant farming policy, designed by the deputy superintendent of the Department of Indian Affairs, Hayter Reed, was specifically designed to

   A. attract Eastern European settlers to the Canadian prairies.
   B. discour ge the use of American machinery by Canadian farmers.
   C. accelerate the assimilation of First Nation peoples.
   D. create a heartland on the Canadian prairies.

8. The first women's suffrage movement in Canada was established in Toronto in 1877 by

   A. Dr. Emily Howard Stowe.
   B. Jeanne Mance.
   C. Nellie McClung.
   D. Jeanne Sauve.

9. During the wheat boom period of the two decades before World War I, capital moved steadily out of the Maritimes to the West; such a move was facilitated by the centralised financial institutions which eagerly sucked the substantial bank savings of Maritimers outside of the region to be used elsewhere to build the new Canada in what Laurier called 'Canada's Century'.

(Bennett, P. W., and Jaenen, C. J. *Emerging Identities.* Scarborough: Prentice-Hall, 1986.)

This quotation indicates that Canada, during Laurier's administration, was subject to stresses caused by

A. national unity.
B. war.
C. regionalism.
D. depression.

10. The belief that governments benefit society the most by not interfering in economic activities is a statement of the concept of

A. laissez-faire.
B. reform liberalism.
C. democratic socialism.
D. communism.

11. The Social Credit Party gained victory in the 1935 Alberta provincial election under the leadership of

A. Preston Manning.
B. William Aberhart.
C. J. S. Woodsworth.
D. Ernest C. Manning.

12. The belief that the "free" operation of the market place would best secure the economic well-being of society was first significantly challenged in Canada by events arising from the

A. Depression.
B. Second World War.
C. Free Trade Agreement.
D. Cold War.

13. The belief that the economies of Canada and the United States should be more closely integrated for the economic well-being of both nations is one of the beliefs of the paradigm of

A. economic nationalism.
B. the welfare state.
C. foreign aid.
D. continentalism.

14. The "Quiet Revolution" in Quebec is associated with the administration of Premier

A. Maurice Duplessis.
B. Jean Lesage.
C. Rene Levesque.
D. Lucien Bouchard.

15. "Only a small majority of the Westerners who were alienated by Trudeau rejected Canada altogether. Others wished to reshape the country to reflect an imagined golden age during which white Christian men had carved a living out of the wilderness, untrammelled by big business, big government, and big labour. Such sentiments helped to produce the Reform Party in 1987."

(Finkel, A., Conrad, M., and Strong-Boag, V. *History of the Canadian Peoples: 1867 to the Present.* Volume II. Toronto: Copp Clark Pitman Ltd., 1993.)

The above quotation is an illustration of the concept of

A. regional disparity.
B. continentalism.
C. ethnic nationalism.
D. regional alienation.

16. All of the following, EXCEPT ONE, are compelling reasons why Canadians have an important relationship with the physical environment. Select the **EXCEPTION**.

A. Our economy is primarily resource-based and, therefore, environment-based.
B. Our health is affected by the environment.
C. There is evidence that Canada's environment is being seriously degraded.
D. Our extensive natural resources will last "forever."

17. The Constitution Act of 1982 consists of all of the following EXCEPT ONE. Select the **EXCEPTION**.

A. A renamed British North America Act
B. The War Measures Act
C. An amending formula
D. The Charter of Rights and Freedoms

18. "Ethnic diversity helped to mute prejudices that were once so prevalent in Canada, and opinion surveys indicate the growth of tolerance among Canadians. Still, discrimination in employment, housing, and other areas continued to face many non-whites, particularly African Canadians and Native peoples. Although human rights legislation in the 1970s ameliorated the situation somewhat, it could not eliminate racism from Canadian society."

(Finkel et al. *History of the Canadian Peoples: 1867 to the Present*. Volume II. Toronto: Copp Clark Pitman Ltd., 1993.)

The details presented in this paragraph best support the thesis that

A. immigration has not changed Canadian society.
B. some Canadians are not treated equally in our society.
C. Canada's immigration policy has been too liberal.
D. immigration has increased racism in our society.

19. The agreement, coming into effect in 1994, which eliminated tariffs and quotas on goods and services in trade between Mexico, Canada, and the United States, and which created the world's largest trading bloc, was the

A. Marshall Plan.
B. Free Trade Agreement.
C. General Agreement on Tariffs and Trade.
D. North American Free Trade Agreement.

20. In 1992 a national referendum was held on the issue of

A. Quebec sovereignty.
B. conscription.
C. the Charlottetown Accord.
D. the Free Trade Agreement.

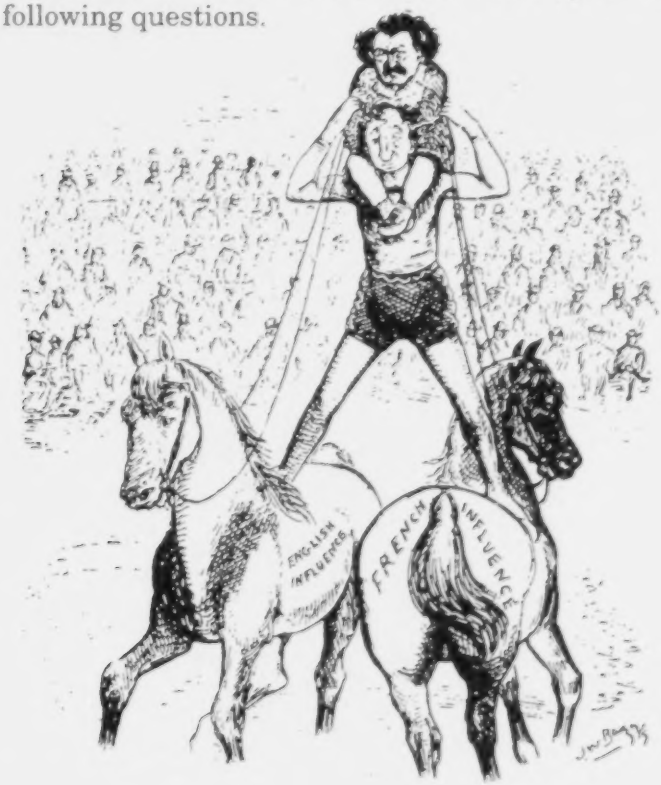
ANSWER THE REMAINING QUESTIONS IN THE SPACES PROVIDED.

SECTION II: Short-Answer Questions (Compulsory)

ANSWER ALL QUESTIONS IN THIS SECTION (Questions 1 and 2).

Read the question directions carefully because there may be choice within a question. Use the documents provided to develop your answers. Short-answer responses may vary in length from one or two sentences to a paragraph.

10 1. Use the cartoon, "A RIEL UGLY POSITION", printed below to answer the following questions.



A Riel Ugly Position
(published in 1885)

(Granatstein, et al. *NATION: Canada Since Confederation.* Third Edition. McGraw-Hill Ryerson Ltd. 1983.)

(2) a. Identify the two human figures that are the focus of this cartoon.

_____

_____

(2) b. Explain why knowledge of the publication date of this political cartoon is important in understanding its significance.

(2) c. Describe the situation in Canada's history that this cartoon depicts, and assess the appropriateness of the symbolism that the cartoonist uses to interpret this event.

(4) d. This cartoon is a symbolic representation of a dilemma (problem) facing the Canadian prime minister of the day. Explain the dialectic nature (opposing viewpoints on the issue) of the problem.

10 2. Use the table on Unemployment rates printed below to answer the following questions.

Unemployment Rates, 1981-1990				
Year	Unemployment	Female	Male	Under 25
1981	7.5	8.3	7.0	13.2
1982	11.0	10.9	11.0	18.7
1983	11.8	11.6	12.0	19.8
1984	11.2	11.3	11.2	17.8
1985	10.5	10.7	10.3	16.4
1986	9.5	9.8	9.3	15.1
1987	8.8	9.3	8.5	13.7
1988	7.8	8.3	7.4	12.0
1989	7.5	7.9	7.3	11.3
1990	7.9	7.9	7.9	12.5

(Minister of Industry, Science and Technology. *Canadian Economic Observer: Historical Statistical Supplement, 1990/91,* Ottawa, 1991.)

(2) a. With references to TWO facts from the table, support the statement that "1983 was the worst year for unemployment in recent times."

(2) b. Describe the trend (pattern of change) in unemployment rates from 1981 to 1990.

(2) c. Write one hypothesis on youth unemployment during the 1980s and support the hypothesis with specific references to data in the table.

(4) d. In a brief paragraph, develop a thesis on employment inequities in Canada, support the thesis with at least TWO specific references to data in the table, and suggest ONE possible action that should be taken to address the issue.

SECTION III: Short-Answer Questions (Student Choice)

ANSWER ANY TWO OF THE FOLLOWING THREE QUESTIONS (QUESTIONS 3, 4 AND 5.)

Short-Answer responses may vary in length from one or two sentences to a paragraph.

NOTE: If more than two questions are attempted in this section, only the first two attempted will be marked unless you indicate clearly which two questions you want graded.

103. Read the passage below and construct a concept map summarizing the early ideas of the Co-operative Commonwealth Federation (C.C.F.)

". . . the CCF rejected both capitalism and the revolutionary rhetoric of the Communists. The CCF's Regina Manifesto in 1933 proclaimed the possibility of a parliamentary road to socialism. The manifesto suggested that major industries ought to be under either government or co-operative control and that the state, rather than the marketplace, should determine levels of investment to bring an end to boom-bust cycles. The manifesto reflected compromise among the party's constituents. The farmers were promised that a democratic socialist government would not nationalize land and indeed would have as a goal the preservation of family farms. The socialists were assured that the CCF's ultimate goal was an egalitarian nation. The manifesto, after outlining a set of public-spending measures to get the unemployed back to work, ended on a radical note: 'No C.C.F. Government will rest content until it has eradicated capitalism and put into operation the full programme of socialized planning which will lead to the establishment in Canada of the Co-operative Commonwealth'."

(Finkel et al. *History of the Canadian Peoples: 1867 to the Present.* Volume II. Toronto: Copp Clark Pitman Ltd., 1993.)

(2) a. Use a minimum of 20 concepts (nouns); circle each noun and include only one noun per circle.

(2) b. Arrange the concepts in a logical and hierarchical pattern.

(2) c. Present a complete and accurate summary of the passage.

(4) d. Join the circles with relationship lines and accurately label each line with a verb or a preposition.

Use the organizing concept, the C.C.F., on the following page and construct the concept map.

[Hint: An effective concept map permits the reader to read from the organizing concept along the relationship lines from concept to concept as one would read a sentence. Each strand presents one complete thought.]

Concept Map

The C.C. F.

10 4. Answer the following questions to prepare a dialectic analysis on the following issue of human rights and foreign policy.

"In light of China's poor record on human rights, including the 1989 Tiananmen Square incident, should the Canadian government continue to promote an open trading relationship with China?"

(2) a. Complete the following statements to create alternative viewpoints on this issue:

Pro: Canada should retain an open trading relationship with China in order to . . .

_____

_____

Con: Canada should not retain an open trading relationship with China until . . .

_____

_____

(2) b. Supply two facts or reasons to support the positive viewpoint.

_____

_____

_____

_____

(2) c. Supply two facts or reasons to support the negative viewpoint.

_____

_____

_____

_____

(4) d. Use the new cases test below to evaluate the alternative viewpoints on the impact of human rights on Canada's trade with China.

Would the government and people of Canada be more likely to create more effective methods to deal with poverty in our society if the United Nations criticized us openly and imposed sanctions until improvement had been made or if they encouraged us to change and provided incentives for positive developments?

10 5. In any society significant change often occurs through the processes of acculturation.

(2) a. Name any two forms of acculturation that can occur between two groups within Canadian society.

(2) b. Name two groups in Canadian society that have experienced the acculturation processes.

(2) c. Describe how one of the groups above experienced a specific form of acculturation within a specific context in Canada's history.

(4) d. In a brief paragraph, explain one similarity and one difference in the treatment of First Nations peoples and immigrants by the Canadian government since the formation of Canada in 1867.

20 SECTION IV: Essay Question (Student Choice)

COMPLETE ONE OF THE FOLLOWING THREE QUESTIONS (QUESTIONS 6, 7, AND 8).

Use the essay format outlined below. Essays should be written in a five-paragraph format organized as follows:

Paragraph 1 contains an introduction to the problem or issue, a statement of the thesis or main idea to be proved, and an outline of topics to be discussed.

Paragraphs 2 to 4. Each is an exploration of one topic pertaining to the thesis. These paragraphs should contain factual information.

Paragraph 5 is a conclusion which summarizes the evidence, states a conclusion, and comments upon the importance of the findings.

Marks will be assigned as follows

12 marks for the body, particularly relevant details of content
2 marks for the introduction
2 marks for the conclusion
2 marks for the quality of argument in support of the thesis
2 marks for form, clarity, and mechanics

6. From the American Revolution to the Gulf War, Canada's relationships with the United States (as enemies, potential enemies, and as allies) have been shaped, to a large extent, by war or the threat of war.

   Evaluate the extent to which the above statement is valid by examining the impacts of THREE wars on Canada - U.S. relations.

7. One of the key societal relationships explored in this course is the relationship of the people with the "land" (including location, geography, natural resources, environment, and economic potential). Use at least THREE specific historical and/or contemporary examples to explain how the relationship of Canadians with the land has influenced the political, economic, and/or social development of Canada.

8. "Throughout Canada's history, the relationships that have evolved among various groups in our society have exhibited characteristics of both accommodation and confrontation."

   Explain the above statement and support it with specific references to any THREE of the following relationships:
   a. Aboriginal peoples and Euro-Canadians;
   b. French-speaking and English-speaking Canadians;
   c. immigrants and Canadian-born citizens;
   d. women and men in Canadian society;
   e. wealthy Canadians (upper class) and working class Canadians.

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Answer (Question # _____)

GRADE 12 DEPARTMENTAL EXAMINATION

HISTORY 30: CANADIAN STUDIES (CORE) PROTOTYPE EXAM - ANSWER KEY

SECTION I: Multiple-Choice Questions

1. C	6. B	11. B	16. D
2. A	7. C	12. A	17. B
3. C	8. A	13. D	18. B
4. D	9. C	14. B	19. D
5. A	10. A	15. D	20. C

SECTION II: Short-Answer Questions (Compulsory)

(2) 1. a. Louis Riel and John A. Macdonald

(2) b. 1885 - context of Northwest Rebellion; Fr. vs Eng. Antagonisms resulting from 1885 rebellion.

(2) c. Macdonald had to decide on Riel's fate: execution or pardon. Opinion is divided in Central Canada: Fr./Que. support pardon; Eng./Ont. support execution (Thomas Scott). Macdonald's electoral successes had depended on his ability to win support in both Ont. and Que.; if he alienates one group, he may lose power.

(4) d. Eng. Viewpoint: Riel should hang for both the murder of Thomas Scott in 1870 and for armed rebellion against the government in 1885 which constitutes treason.

Fr. Viewpoint: Riel should be pardoned: he was defending the culture of a French Catholic minority; he had a history of mental instability.

2 marks for clearly stated opposing viewpoints; 2 marks for logical explanations of the differences.

(2) 2. a. "1983 - worst year for unemployment".
High level of unemployment in the following categories:
- general (11.8)
- female (11.6)
- male (12.0)
- youth (19.8)

(any 2)

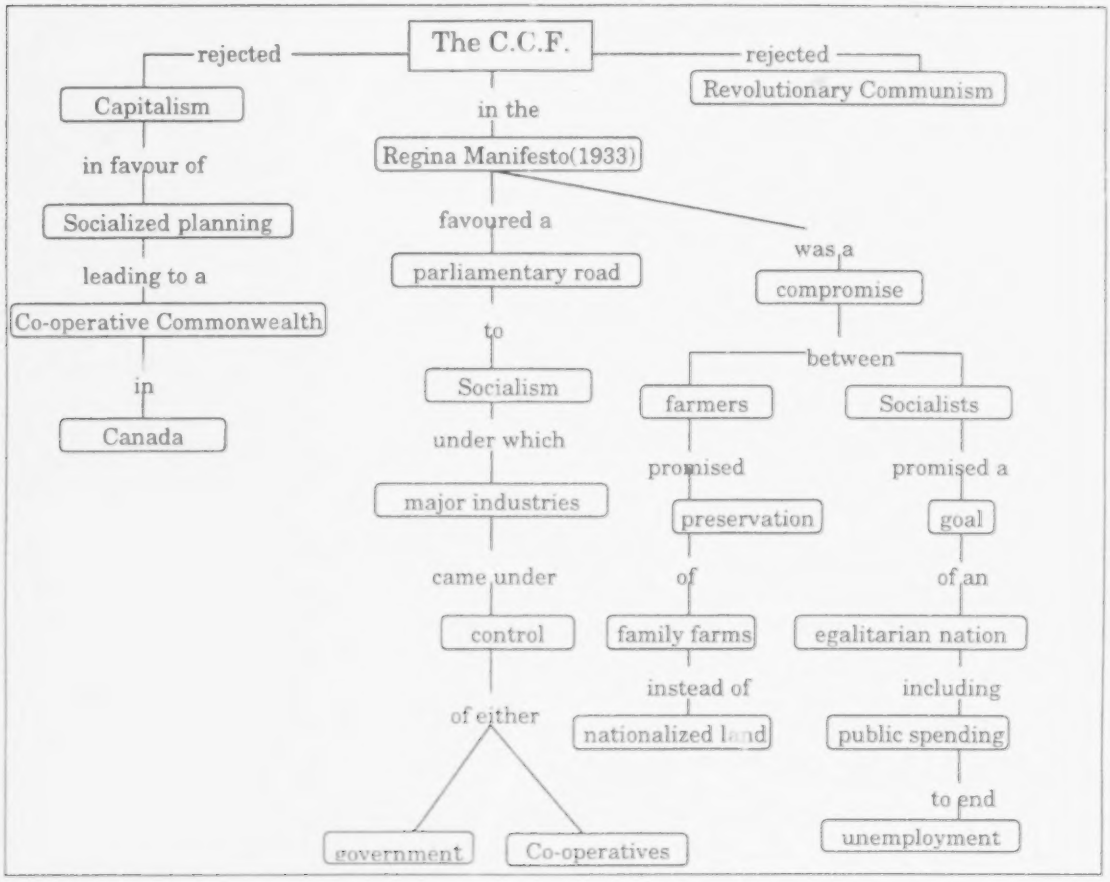
(2) b. Trend = change over time (students can describe or draw/sketch a line graph)
1981-1983 - sharp rise (7.5 - 11.8)
1984-1989 - general drop (11.2 - 7.5) to beginning levels (1981)
1990 - slight increase to 7.9

(2) c. "Youth (under 25) have substantially higher rates of unemployment than the general population." Hypothesis.
FACTS:
1. from 1981-1990, under 25 rate is above national rate every year. (highest UI rate on table 19.8% in 1983).
2. spread between youth unemployment and general figures ranged from a low of 3.8% (1989) to 8% (1983).

(2) d. Thesis: males generally have lower unemployment rates than either youth or females. (1 for thesis)
- 2 facts @ 1 mark each
- ONE - logical action (1 mark).

SECTION III: Short-Answer Questions (Student Choice)

10 3.



10 (2) 4. a. Pro: have more influence on China to change by developing a mutually beneficial relationship.
Con: Chinese government makes some positive moves towards respecting the human rights of its citizens.

(2) b. Canadian action, without a co-ordinated world action, would have little impact on China; but would penalize Canadian entrepreneurs and businesses

China is more apt to respond to "quiet diplomacy" from a friendly power than hostile actions meant to embarrass the Chinese government

continued trade would increase wealth in both countries and create conditions favourable to liberalization of human rights in China.

(2) c. to continue trade with a nation that blatantly violated human rights is to give tacit approval to such violations

Canada must lead by example: if we want human rights to be respected world-wide, we must reward countries who do, and penalize countries who do not, respect human rights

past sanctions against human rights violators have been successful
e.g. embargo on South Africa during apartheid

(4) d. 1 mark for a thesis statement
1 mark for consideration of the effect of using sanctions
1 mark for consideration of the effect of providing incentives
1 mark for explaining the new cases considerations on the Chinese-Canadian trade

Sample Answer

Canadians would probably respond more positively to encouragement and incentives from the United Nations in reducing poverty in Canada. Open criticism and sanctions would embarrass Canadians, and many would retreat behind the barrier of sovereignty. In other words, it's Canada's business how we deal with our social problems, and outsiders should not interfere. On the other hand, Canadians have worked very hard to attain a high ranking on the U.N.'s Human Development Index and were proud to be known as the best country in the world in which to live. If Canadians would respond favourably to in .entive, then the Chinese, who place high value on saving "face," would also be more responsive to positive encouragement. We should trade with China, become friends, and encourage, rather than force, change.

10 (2) 5. a. two of assimilation, accommodation, segregation, annihilation

(2) b. answer will vary eg., French Canadians, women, First Nations, various immigrant groups i.e. Japanese Canadians, Chinese, Hutterites, etc.

(2) c. eg. First Nations – Beothuk = annihilation, hunted to extinction; Plains Cree – attempted assimilation in residential schools; Fr. Can. = accommodation, Quebec Act, federalism, Meech Lake Accord; assimilation = Royal Proclamation, Durham Report, Regulation 17. Women: segregation = defined and restricted roles for women prior to WWI; Japanese Can. = segregation, internment in WWII; Hutterites = segregation, communal colonies; etc.

(4) d. Answers will vary. eg.
Similarity: subject to assimilation policies i.e. FN = residential schools; immigrants: early restrictive entry policies with focus on Br. and W. Europeans
Differences: agricultural emphasis in early decades of 20th C (i.e. FN – peasant farming policy; immigrants – free homesteads)

SECTION IV: Essay Question (Student Choice)

6. Introduction: Thesis: valid, partially valid, not valid
Topic: Impact of war on Can.-U.S. relations.
Outline: three wars to be considered.

Body: Sample content

Wars to be Considered	Context: enemy/potential/allies	Impact/Consequences on Relationship
•American Revolution	•U.S. breaks with Britain; British North Americans - loyal •1776 - 1783 •hostility - Loyalists (enemies)	•war→ anti-American/ anti-rep sentiments in British North America •wary neighbours, potential for hostility
•War of 1812	•U.S. invades British North America; fails to conquer •British burn White House •end of war treaties formalize relationship: Ghent; Rush-Bagot Conventions 1818 (enemies)	•boundaries established e.g. 49th parallel / Great Lakes
•Civil War	•British support of trade → South •hostility of North •Fenians •North wins (potential enemies)	•strained relationship •motivates Confederation and federal system with strong central government •ends Reciprocity Treaty •Washington Treaty
•World War I	•Canada declares 1914 (as colony) •U.S. enters 1917 •Co-operation→victory (allies)	•allies •closer ties; economic and military co-operation
Other possible examples: •World War II •Vietnam •Korea •Gulf War		

7. Answer will vary.
Examples of the relationship of Canadian people with the "land":

Iroquois and farming: cultivation of corn, squash and bean in a slash and burn farming style; sedentary lifestyle led to development of complex political decision making processes (political); more stable food supply and diversification (economic); specific work and social roles for men and women (social).

Fur Trade: use of monopoly and mercantilism to exploit a natural resource (beaver, sea otter, bison); tied New World to European empires (political); began pattern of resource exports (economic); made First Nations dependent upon technology and began settlement by Europeans (social).

Physiography and proximity to USA (location): natural barriers encourage N-S trade orientation (economic); diverse physiography and geography encourage regionalism and a federal system (economic and political); climate and early transportation route encouraged settlement close to US border (social); influence of US includes wars Revolution and Loyalist Migration (political, social) War of 1812, Fenian Raids (political); trade including Reciprocity, Protectionism, and Free Trade (economic and social); Cultural influence (social).

Other issues that could be analyzed include: issues of Regionalism; National Energy Program (1980 - 1984); issues of resource development (e.g. uranium mining in Saskatchewan, clear cutting in B.C., James Bay).

8. Essay question: "Throughout Canada's history, the relationships that have evolved among various groups in our society have exhibited characteristics of both accommodation and confrontation."

Explain the above statement and support it with specific references to any **THREE** of the following relationships:

a. Aboriginal peoples and Euro-Canadians;
b. French-speaking and English-speaking Canadians;
c. immigrants and Canadian-born citizens;
d. women and men in Canadian society;
e. wealthy Canadians (upper class) and working class Canadians.

Note: See the following sample student essay for this question.

Sample Student Essay:

Canada is a nation formed of many different and unique societies. Throughout its history, there has always been a need for cooperation, but also a desire by each society to remain distinct which has led to conflict. Each group has at one time felt excluded, yet also felt the benefits of living in a multicultural society. The relationship throughout history between Aboriginal peoples and Euro-Canadians, Francophones and Anglophones, and the wealthy and the working class Canadians illustrate both the characteristics of accomodation and confrontation.

When Europeans first arrived in North America, they were welcomed by the Aboriginal peoples. Mutually beneficial endeavors such as the fur trade enriched the lives of both groups, providing the Aboriginals with European technology, the Europeans with valuable pelts, and establishing economic cooperation and accomodation. However, some Europeans viewed the Aboriginal people as inferior. Canada's Indian Act was designed to assimilated native people and move them on to reserves, so that Euro-Canadians could use their land. A foreign system of government was imposed upon Aboriginal peoples and denied them the rights enjoyed by Euro-Canadians. Only later in Canadian history did the policy of accomodation once again enter the relationship between Aboriginals and Euro-Canadians. Many of the rights that were taken away have been returned, yet there is still a struggle for Aboriginal sovereignty.

Many events in Canadian history have shifted the relationship between Anglophones and Francophones from accomodation to confrontation and vice versa. When New France became the British colony of Quebec after the Seven Years' War, the British took away the cultural and religious rights of the French-speaking inhabitants in an attempt to Anglicize them. This attempt failed, and the British turned to accomodation with the Quebec Act which protected the rights of Francophones and extended to boundaries of the colony. During World War I, both French- and English-speaking Canadians supported the war effort, but became divided over the issue of conscription, the French feeling that they should not be forced into aiding "Britain's war". Although they have the power to protect their culture and are integral to the decision-making process in Canada, some French-Canadians still feel the need to separate from Canada, and conflict still remains despite many attempts and acheivements in cooperation.

In the early years of Canada, there was much conflict between upper-class and working-class inhabitants. In New France, decision-making power rested at the top of a hierarchy, with the working-class habitants at the bottom with little control over their lives. This led to the demand for representative government. In both Upper and Lower Canada, wealthy oligarchies controlled the political power and used it to benefit themselves. They were responsible to no one. This led to rebellions in both Canadas by reformers advocating responsible government and more power to the working-class. In later years, Canada developed a welfare state which attempted to maintain a minimum standard of living for all Canadians and distribute wealth. Programs such as health care, social assistance, and equalization payments allowed affluent Canadians and Canadian provinces to aid those who were less prosperous. Upper- and working-class Canadians cooperate to ensure a better way of life for every citizen.

The many groups in Canadian society have formed relationships which have contained both the elements of conflict and cooperation. In the 20th century, Canada has become more accomodating to different groups in society, yet some conflict still remains as each group has differences which make it unique, that do not always combine easily with the beliefs of all other groups. Canada, however, has made great steps in becoming a nation of nations, a true multicultural society.

MARKER COMMENTS

2/2 Introduction: clear identification of topic; outline of content (1 mark); strong thesis statement (1 mark).

12/12 Content (Body): three sub-topics thoroughly examined; excellent and accurate content; demonstrates clear knowledge of concepts: accommodation and conflict; a superior answer.

2/2 Quality of Argument supporting Thesis: a unified, coherent argument.

2/2 Conclusion: summary of evidence (generalization) and a statement of importance of findings.

2/2 Form, Clarity, Mechanics: a few minor spelling errors which do not detract significantly from the clarity of the answer (e.g., correct spelling is accommodation).

20/20 An exemplary answer. Beautifully and forcefully argued.

Saskatchewan
Education

Appendix D

For more information, see the Table of Specifications.

Grade 12 Prototype Examination

Native Studies 30: Canadian Studies

Course Code 8321

_____
Barcode Number

_____ _____
Month Day
Date of Birth

_____
Assigned I.D. Number

October 2001

Native Studies: Canadian Studies

Time X Two and One-Half Hours

Do not spend too much time on any question.
Read the questions carefully.

MACHINE-SCORED SECTION: The first section of this examination will be multiple-choice questions. Record your answers on the Student Examination Form which is provided. Each question has four suggested answers, one of which is better than the others. Select the **best** answer and record it on the Student Examination Form as shown in the example below:

Example:

1. The province with the greatest percentage of its land area contained in one physiographic region is

Answers:

A. British Columbia.
B. Saskatchewan.
C. Quebec.
D. Newfoundland.

Student Examination Form:

1.	(A)	(B)	●	(D)	(E)

Use an ordinary HB pencil to mark your answers on the Student Examination Form. If you change your mind about an answer, be sure to erase the first mark completely. There should be only one answer marked for each question. Be sure there are no stray pencil marks on your answer sheet.

Do not fold either the Student Examination Form or the examination booklet. Be sure to complete the blue identification section of the Student Examination Form.

MARKER-SCORED SECTION: **Read Carefully.**

1. The remainder of the examination will be marker scored. Space is provided to answer in the examination booklet. If additional space is needed, answer paper will be provided.
2. Do not write your name or place any mark that would disclose your identity on the examination booklet or answer paper.
3. Leave a margin of one inch on the left side of all answer paper used.
4. Write all answers and solutions in **ink**. You may use pencil only for rough work and drawings.
5. Use clear, correct, and effective English and write neatly.
6. Plan the examination so that too much time is not spent on any one question.

Upon completion of the examination, place your Student Examination Form and answer paper behind the examination booklet and **insert both in the same envelope. Be sure to seal the envelope and complete the Student Identification Slip and the information requested on the face of the envelope.**

GRADE 12 DEPARTMENTAL EXAMINATION

NATIVE STUDIES 30: CANADIAN STUDIES, PROTOTYPE EXAM

VALUES 40 (2×20)

SECTION I: Multiple Choice Questions

ANSWER QUESTIONS 1-20 ON THE STUDENT EXAMINATION FORM.

1. The Constitution Act, 1982, defines Aboriginal people as

   A. Status Indians, Inuit, and Treaty Indians.
   B. Indians, Non-Status Indians, and Métis.
   C. Métis, Status Indians, and Treaty Indians.
   D. Indians, Inuit, and Métis.

2. An overall philosophy, vision, or view of life is called a(n)

   A. worldview.
   B. understanding.
   C. belief.
   D. value.

3. The process used to conclude the treaties between Aboriginal people and the Crown at the time of Confederation was

   A. evaluation.
   B. negotiation.
   C. confirmation.
   D. assimilation.

Use the excerpt from "A Cry from an Indian Wife" below to answer question 4.

> Curse to the fate that brought them from the East
> To be our chiefs—to make our nation least
> That breathes the air of this vast continent.
> Still their new rule and council is well meant.
> They but forget we Indians owned the land
> From ocean unto ocean; that they stand
> Upon a soil that centuries agone
> Was our sole kingdom and our right alone.
>
> (Johnson, Pauline. *Flint and Feather*. Toronto: Musson Book Co., 1912.)

4. This excerpt from Pauline Johnson's poem "A Cry from an Indian Wife" (1912) takes issue with the European newcomers for ignoring

   A. treaty agreements.
   B. Aboriginal rights.
   C. land claims.
   D. nature and the environment.

5. The British North America Act, 1867, transferred responsibility for Indians and lands reserved for Indians from the British Crown to the Parliament of Canada. A present-day term for this process is

   A. block funding.
   B. enfranchisement.
   C. self-government.
   D. devolution.

6. Which of the following was NOT included in the 1985 amendment to the Indian Act?

   A. Right of Indian Bands to control their own membership
   B. Eligibility of entire Bands for enfranchisement
   C. Abolishment of the process of enfranchisement
   D. Elimination of loss of Indian Status based on sexual discrimination

7. Self-determination is an issue for all Aboriginal peoples in Canada. Which of the following statements is **NOT** true for Métis self-determination?

   A. Métis people have access to Aboriginal Economic Development Foundations.
   B. Métis people have recognized forms of government organizations in Canada.
   C. Métis people have a defined land base in the province of Saskatchewan.
   D. Métis people have rights to post-secondary education funding in Saskatchewan.

8. "In the same way that individuals need an identity to be proud of, so do communities," [Avery] said. "Unless we settle land claim issues, address poverty and social, cultural and environmental problems, cut the strings of government dependency and allow for true society, we will simply continue to provide ever more expensive Band-Aid answers."

   (Excerpt from *The Vancouver Sun* (January, 1991) in Pegis (ed.), *Connecting Canada: A Resource for Canadian Students*, Toronto: Canadian Education Association, 1992, with permission of the Canadian Education Association [www.acea.ca].)

   This writer is speaking about the need for

   A. the integration of Aboriginal people into mainstream economic development ventures.
   B. the continuation of the Department of Indian Affairs.
   C. the assimilation of Aboriginal people into Canadian society.
   D. self-government initiatives by Aboriginal people.

9. Specific land claims

   A. deal with claims where treaties have not been signed.
   B. are claims filed by Inuit peoples.
   C. deal with claims where treaties have been signed.
   D. deal with claims involving both treaty and non-treaty lands.

10. Which piece of legislation is **NOT** associated with land claims?

    A. Meech Lake Accord of 1990
    B. Royal Proclamation of 1763
    C. Canadian Constitution Act of 1982
    D. Indian Act of 1876

11. Comprehensive land claims are claims that

A. are filed only by Inuit people in the North.
B. deal with claims not involving treaties.
C. deal with claims involving treaties.
D. can only be filed in accordance with the Numbered Treaties.

12. "Native North Americans lived within the balance of nature, and their cultural and religious beliefs expressed a deep reverence for the land and a sense of kinship with wildlife. To the Indian, mankind was just one of many interdependent parts of the universe."

(Waldman, C. *Atlas of the North American Indian.* New York: Facts on File Publications. 1985.)

The relationship with the land presented in this passage may best be described as one of

A. dominance.
B. exploitation.
C. segregation.
D. harmony.

13. Indians cannot mortgage their lands or use their land titles as collateral to obtain capital for economic development. This is because the

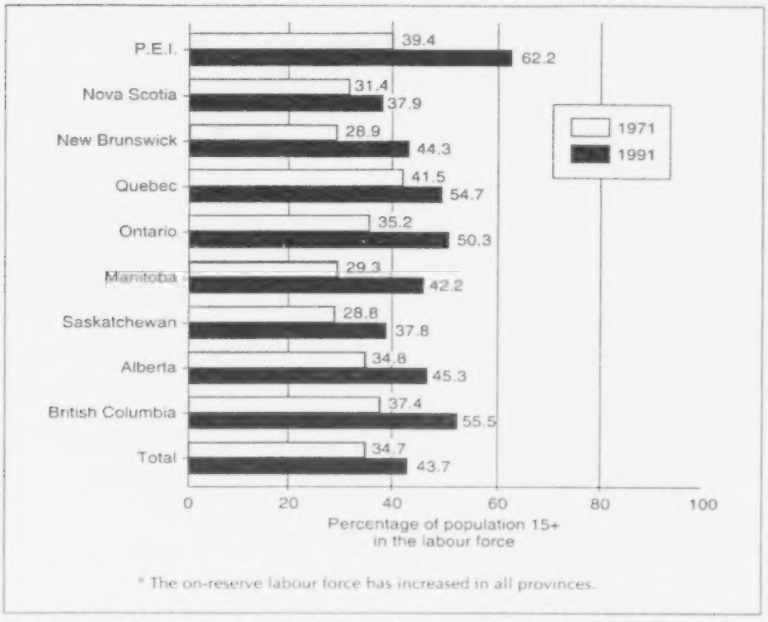
A. Constitution Act of 1982 does not recognize Indians as Aboriginal peoples.
B. Royal Proclamation does not recognize Aboriginal title.
C. Indian Act forbids them to do so.
D. Natural Resource Transfer Agreement gives the provinces title to Indian land.

14. Aboriginal unity was tested during the summer of 1990 by violence on two reserves in Quebec. The central issues were land and the economic development of this land. Indians at Kanesatake had a tract of land that non-natives in the town adjacent to this reserve wanted for the expansion of a golf course. Kanesatake First Nations did not want this expansion to take place on their land because

A. they wanted to come up with their own economic development strategy for this land.
B. a traditional burial ground existed on the land targeted for the golf course.
C. they had already promised the use of the land to a neighbouring farmer.
D. they wanted to start a pulp and paper mill on the reserve and they needed to harvest the trees on this tract of land.

Use the following graph to answer question 15.

PROPORTION OF ON-RESERVE POPULATION IN THE LABOUR FORCE BY PROVINCE, 1971, 1991



SOURCES: Highlights of Aboriginal Conditions, 1981-2001, Part III, Economic Conditions, INAC, 1989, 88; Schooling, Work and Related Activities, Income, Expenses and Mobility, Statistics Canada, 1995.

(Frideres, J. S. *Aboriginal Peoples in Canada: Contemporary Conflicts (5th ed.)* Scarborough: Prentice-Hall Canada Inc., 1998.)

15. In the past 20 years, the number of Aboriginal people in the labour force has risen significantly. Which province has come the closest to doubling their participation rate in the labour force?

A. P.E.I.
B. Quebec
C. Manitoba
D. Alberta

16. The graph shows the geographical market served by Aboriginal businesses. The second largest market is

A. local.
B. regional.
C. provincial.
D. international.

(Federation of Saskatchewan Indian Nations. *Saskatchewan and Aboriginal Peoples in the 21st Century: Social, Economic and Political Changes and Challenges*. Regina: Print West Communications Ltd., 1997.)

17. Métis social development, sense of community, and cultural identity are not always consistent. The main reason for lack of Métis identity is

A. the need for a land base to establish the necessary structures.
B. provincial laws and the enforcement of the laws by the police.
C. the Métis political organization is in conflict with the provincial government and has inconsistent direction.
D. the majority of Métis people prefer to practise traditional skills like hunting and trapping.

Use the following cartoon to answer question 18.

(*Edmonton Journal*, March 28, 1991.)

18. This cartoon about Aboriginal people and the justice system suggests that

    A. the guards are humorous.
    B. the justice system is unfair.
    C. Aboriginal people believe there is safety in numbers.
    D. the majority of people in jail are Aboriginal.

19. An Aboriginal community set up their own juvenile court system to take social control of the community. They kept out judges and lawyers and dealt with juvenile delinquency in a traditional way. This way is known as a

    A. community consultation.
    B. Young Offenders Act.
    C. sentencing circle.
    D. healing circle.

20. Aboriginal education has had many different focuses over the years. The contemporary Aboriginal education focus is

A. locally controlled schooling.
B. home schooling.
C. joint schooling.
D. community schooling.

ANSWER THE REMAINING QUESTIONS IN THE SPACES PROVIDED.

20 **SECTION II: Short-Answer Questions (Compulsory)**

ANSWER ALL QUESTIONS IN THIS SECTION.

There are 5 marks for each question.

5 1. Indian and government negotiators both made promises when the Numbered Treaties were signed. Explain five promises that were made by either party.

5 2. In the last twenty-five years Ottawa has embarked on a devolution policy as its response to Aboriginal demands for self-government. Explain the purpose or aim of the devolution policy, and suggest three areas of jurisdiction that have been included in this policy.

5 3. Interpret the following table by providing FIVE statements based on the statistical information presented.

Federal Expenditures on Programs Directed to Aboriginal People, Selected Years ($ Millions)

Department/Program	1981–82 Expenditures	1991–92 Expenditures	1995–96 Estimates
DIAND	1252	3412	4493
Indian and Inuit Affairs	1022	2864	3854
Self-Government	—	18	63
Claims	18	118	345
Economic Development	72	98	53
Lands, Revenues, Trusts	21	84	65
Education	307	846	1153
Social Assistance and Social Services	221	731	1108
Capital Facilities	240	623	756
Band Management	76	247	314
Program Management	50	45	42
Health Canada	174	639	995
Employment and Immigration (Training)	70	200	200
Canada Mortgage and Housing Corporation	77	240	305
Industry Canada (Business Development)	47	79	52
Solicitor General (Policing)	28	62	50
Other	4	42	107
Total	**1652**	**4674**	**6202**
Real Per Capita Annual Growth		1.3%	3.4%

Notes: Data are for fiscal years beginning in April of the calendar year indicated. Expenditures listed in this table pertain only to programs directed specifically to Aboriginal people. Not included are federal expenditures on programs directed to the general population, a share of which relates to Aboriginal people. Expenditures on general programs are considered in the next subsection of this chapter.

Source: DIAND, *Growth in Federal Expenditures on Aboriginal Peoples* (Ottawa: Supply and Services, 1993); Canada, *1995–96 Estimates*; and calculations by RCAP.

(Frideres, J. S. *Aboriginal Peoples in Canada: Contemporary Conflicts (5th ed.)*. Scarborough: Prentice-Hall Inc., 1998.)

Answer (Question 3)

5 4. "The Métis National Council asks the federal government these questions: 'is enhancing other agendas destroying the Métis agenda? How can governments ensure that the rights of the Métis people are protected in the face of competing interests?' The same question can be put forward in the context of every sector which affects the daily lives of the Métis people such as in health, child and family services, and housing."

(Métis National Council. *Final Report of the Community Consultation Process For a Métis Nation Agenda.* July, 1999.)

This quote is implying that issues specific to Métis people are often ignored by the government. In a paragraph, discuss possible strategies the Métis could use to have their issues and agendas become a priority for the government.

SECTION III: Short-Answer Questions (Student Choice)

20 (4×5) ANSWER FOUR OF THE FOLLOWING SIX QUESTIONS (QUESTIONS 5, 6, 7, 8, 9, AND 10).

There are 5 marks for each answer.

NOTE: If more than four questions are attempted in this section, only the first four attempted will be marked unless you indicate clearly which four questions you want graded.

5 5. The White Paper on Indian Policy, 1969, stated:

> "The policies proposed recognize the simple reality that the separate legal status of Indians . . . [has] kept the Indian people apart from and behind other Canadians."

In a paragraph, explain what is meant by this statement. Use examples where applicable.

5 6. In five statements, compare and contrast traditional Aboriginal and Western perspectives on land and its uses.

5 7. All governments need money to operate and Aboriginal self-governing structures are not exceptions to this rule. In a paragraph, explain how Aboriginal self-government structures can be funded. Include examples in your answer.

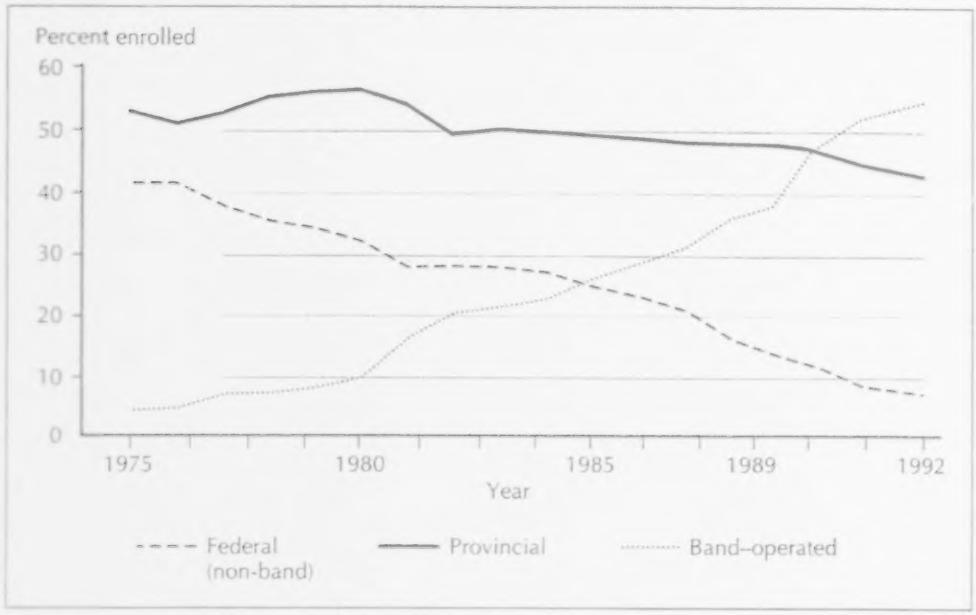
5 8. "Ottawa's attempts over a twenty-year period to revive the native economy have been a disaster. A survey of several such programs that existed across the country between 1968 and 1989 found them often to be nothing more than short-sighted, temporary, job-creation plans."

(Comeau, P., and Santin, A. *The First Canadians: A Profile of Canada's Native People Today (2nd ed.)*. Toronto: James Lorimer and Company Ltd., 1995.)

In five statements, explain possible reasons why Ottawa's attempts to revive the Native economy have not worked.

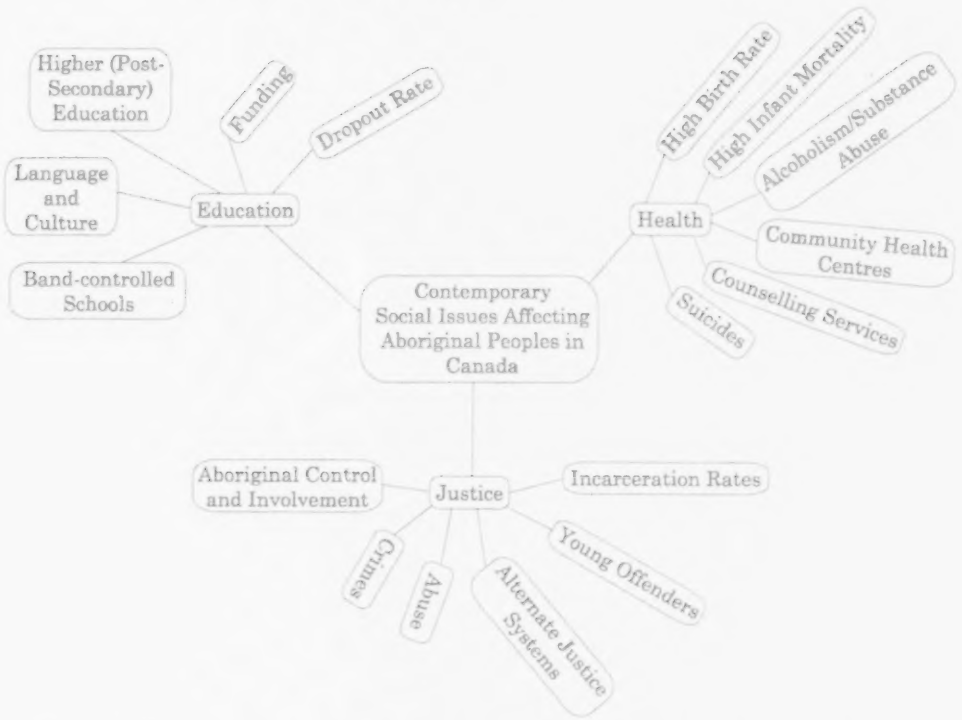
5 9. Interpret the following graph by providing five statements based on the statistical information presented.

REGISTERED INDIAN POPULATION, ENROLMENT BY SCHOOL TYPE



SOURCE: Basic Departmental Data, INAC, 1990, 42.
(Frideres, J. S. *Aboriginal Peoples in Canada: Contemporary Conflicts (5th ed.)*. Scarborough: Prentice-Hall Inc., 1998.)

5 10. Concept Web



Explain five (5) relationships that are expressed in this concept web.

SECTION IV: Essay Question (Student Choice)

20 ANSWER ONE OF THE QUESTIONS IN THIS SECTION.

Use the essay format outlined below. Essays should be written in a five-paragraph format organized as follows:

Paragraph 1 contains an introduction to the problem or issue, a statement of the thesis or main idea to be proved, and an outline of topics to be discussed.

Paragraphs 2 to 4. Each is an exploration of one topic pertaining to the thesis. These paragraphs should contain factual information.

Paragraph 5 is a conclusion which summarizes the evidence, states a conclusion and comments upon the importance of the findings.

Marks will be assigned as follows:

14 marks for the body
2 marks for the introduction
2 marks for the conclusion
2 marks for form, clarity, and mechanics

11. There are many pieces of legislation that have affected Aboriginal and Treaty Rights in Canada since European contact. Choose three pieces of legislation, each from a different century, and explain how they affect Aboriginal and Treaty Rights. Use examples where applicable.

12. Land claims have become an important contemporary issue for both Aboriginal people and the governments of Canada. Explain the federal government's perspective, the provincial government's perspective, and the Aboriginal peoples' perspective on land claims.

13. "During the past two decades, economic development and the Indian vision of self-government have become interdependent. . . . The success of native-run gambling casinos and bingo halls in the United States provides some inspiration for Indian leaders in Canada. . . . In Canada many Indian leaders see gambling as both the fastest, most effective way to finance self-government and a visible declaration of self-government authority."
(Comeau, P. and Santin, A. *The First Canadians: A Profile of Canada's Native People Today (2nd ed.)*. Toronto: James Lorimer and Company Ltd., 1995.)

Explain the positive and negative impacts of establishing gambling as an economic base and discuss how the establishment of casinos is a visible declaration of self-government authority.

14. The lives of First Nations people have been influenced by the Residential School experience. What was the purpose of these schools, how effective were they, and what are some of the contemporary issues faced by the people who attended them?

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Answer (Question _____)

GRADE 12 DEPARTMENTAL EXAMINATION

NATIVE STUDIES 30: CANADIAN STUDIES PROTOTYPE EXAM - ANSWER KEY

SECTION I: Multiple-Choice

1. A	6. B	11. B	16. C
2. B	7. C	12. D	17. A
3. A	8. D	13. C	18. B
4. D	9. C	14. B	19. D
5. D	10. A	15. A	20. A

SECTION II: Short-Answer Questions (Compulsory)

5 1. i. Peace and Goodwill were mutual obligations.
ii. Indians were given rights to a medicine chest.
iii. Indians were given rights to education.
iv. Indians were given hunting, fishing, and trapping rights.
v. Indians were given rights to specific parcels of land.
vi. Indians were given equipment to help them farm.
vii. Indians were given specific annuities ($5/year).
viii. Government given huge tracts of land.

5 2. The purpose or aim of the devolution policy:
- under this policy, Indian Affairs gradually allowed Indian bands to administer their own programs
- the Department of Indian Affairs would transfer large sums of budget monies to bands
- band members and other First Nations people could then be hired and paid to allocate program monies to their members instead of Indian Affairs doing so.

Areas of jurisdiction that have been devolved down to bands:

- education	- start-up dollars and operating dollars for band-controlled schools
	- post-secondary dollars to fund band members to go on to study at the post-secondary level
- housing	- monies given to bands so that new housing on reserves could be built and older housing structures could be fixed properly
- social assistance	- monies given to bands to directly administer to their social assistance recipients
	- monies given to bands to establish programming and job creation strategies for their social assistance recipients
- child welfare	- monies given to bands to establish their own policies around child welfare and to administer foster care money
- policing	- monies given to bands to look after their own local policing

5 3. Five statements required. Possible interpretations are:
- DIAND has increased 400% in 15 years
- nothing spent on self-government 15 years ago, now 63 million
- tremendous increase in land claims settlement money
- Education funding increased 400%
- Band control funding support has increased 400%
- Health funding increased 500%
- Employment and Training increase 300%
- Business Development pretty stable
- Land Revenue and Trust – minimal increase
- huge increase in Social Services
- housing increased 400%

5 4. Strategies could include:
- more round table discussions with the government
- more proposals being written to ask for funding agreements, core programming, etc.
- protests by the people themselves
- invitations to the government to see the conditions first-hand
- lobby government and focus on one issue rather than many

SECTION III: Short-Answer Questions (Student Choice)

5 5. The White Paper recognizes the fact that the previous legislation has been detrimental to Indian people. The legislation being referred to is the Indian Act and the Treaties. Indian people have been restricted in terms of land ownership, bank loans, education initiatives, etc. Note: One mark will be given to students who answer in a proper paragraph.

It is proposing that Indian people forget about the Treaties, the Indian Act, everything and start over fresh, the same as the rest of Canada.

5 6.

Aboriginal	Western
1. preserve for seven generations	1. profit oriented, maximum; only now some regeneration
2. all things are inter-connected	2. develop the least of two evils if possible – (profit)
3. caretakers of the land	3. land is there to be taken
4. the land is our mother	4. the strong take control
5. can't own it, subsistence	5. individual ownership
6. take only what you need	6. take all, profit

5 7. Students are required to answer this question in proper paragraph structure.
Note: One mark will be given to students who answer in a proper paragraph.
How Aboriginal self-government structures can be funded:

- Money allocated to bands through land claims could be used to fund self-government.
- Transfer payments to Band Councils from provincial governments could be used to fund self-government.
- Transfer payments to Band Councils from the federal government could be used to fund self-government.
- Money made through economic development ventures operating on band lands could be used to fund self-government. A percentage of monies made could be given back to the band.
- Money made through economic development ventures operating off-reserve by band members could be used to fund self-government. A percentage of monies made from these enterprises could be given back to the band.
- Perhaps a tax base would have to be established/started. Band councils may need to start charging their members taxes as well as their economic enterprises in order to fund self-government.

5 8. Possible reasons why Ottawa's attempts to revive the native economy have not worked:

- Ottawa's attempts to revive the native economy have been short-sighted and, because of this, could not foster long-term gains.
- Ottawa's attempts have focused on temporary job-creation rather than long-term job-creation plans.
- Government programs to revive the native economy are extremely time-consuming and are too bureaucratic and result in being counterproductive.
- Government funding for native economic initiatives have been undependable and sporadic and hindered long-term development.
- Ottawa's attempts have centred or focused on building things for First Nations rather than on self-sufficiency.
- Ottawa did not accommodate moderate or high-risk ventures and, therefore, stifled economic development creativity.

5 9.

- Between 1975 and 1992 there was a steady increase in the percentage of the Registered Indian population who enrolled in Band-operated schools.
- Between 1975 and 1992 there was a steady decrease in the percentage of the Registered Indian population who enrolled in Federal (non-band)-operated schools.
- The Registered Indian population continued to enrol in Provincially-operated schools at a fairly steady rate between 1975 and 1992.
- In 1992 there was a higher percent of the Registered Indian population enrolled in Band-operated schools than in Federally (non-band)-operated schools or in Provincially-operated schools.
- In 1975 the highest percent of the Registered Indian population was enrolled in Provincially-operated schools.
- In 1985 the same percentage of the Registered Indian population was enrolled in Federally-operated and Band-operated schools.
- In 1990 the same percentage of the Registered Indian population was enrolled in Provincially-operated and Band-operated schools.
- etc.

5 10. A contemporary social issue is – health

- health
  - high birth rate in Aboriginal community
  - high infant mortality rate
  - high alcohol and substance abuse
  - high rates of suicide
  - Aboriginal community provide community services

A contemporary social issue is – justice

- justice
  - high incarceration rates
  - over representation of young offenders
  - high rate of crimes
  - Aboriginal community has Alternate Justice Systems
  - Aboriginal community involved in solutions

A contemporary social issue is – education

- education
  - high dropout rate
  - Aboriginal community moving to band-controlled schools
  - Aboriginal language and culture being taught
  - Aboriginal community administering own funding
  - higher success of graduates at post-secondary level

20 SECTION IV: Essay Question (Student Choice)

Students are expected to construct a five-paragraph essay using this content. An introduction and conclusion must be included in this essay.

11. Examples of legislation that has affected Aboriginal and Treaty Rights from different centuries:

18th Century	Royal Proclamation of 1763	- Aboriginal rights are upheld by the Royal Proclamation - only the Crown could gain title to Indian land and this had to be done in a public place with both parties present – this means the Crown recognized Indians had Aboriginal title to land in the first place
19th Century	British North America Act of 1867	- placed Indians and their lands under federal jurisdiction - this affected their Aboriginal rights because of subsequent legislation imposed upon them as wards of the federal government
	The Indian Act of 1876	- The Indian Act affected both Treaty and Aboriginal rights of First Nations people - Aboriginal rights were affected because the Indian Act did not recognize First Nations' right to land which was not designated as reserve land - Treaty rights were affected because the Indian Act laid out how Treaty Rights would be administered from a government's perspective – no allowance was made for the First Nations perspective on their Treaty rights - an Indian agent (non-Indian government official) was placed on each reserve to act as judge and jury over Indian people's rights (e.g., Indian people needed a pass from the Indian agent to leave the reserve)
20th Century	The Natural Resources Transfer Agreement – 1930 (applicability to Saskatchewan)	- the federal government gave the province of Saskatchewan control over the natural resources in the province - this limited or negated the First Nations' right to these natural resources in the province
	The Canada Constitution Act of 1982	- recognized Indian, Inuit, and Métis as the Aboriginal people of Canada - recognized the Treaty and Aboriginal rights of these Aboriginal people but did not list these rights

12. Federal Government - they are not in a hurry to settle land claims. Indian issues are an industry and create a great many jobs. Settlement of claims would require huge amounts of money to be given to Indian people. This is a taxation issue and also a control issue. Lands in question are often lands that the federal government is generating revenue from.

Provincial Government - they have a double-edged sword. They like the settlement of claims because they are paid by the federal government. Revenue is brought in and the ripple effect creates less stress on provincial funds. Also business ventures happen which have a positive impact on the provincial economy. The provincial government experiences problems as well. Wealth translates into organization which means a lobby group and potential opposition. Certain systemic racial attitudes are challenged and the government is forced to react. The provinces also have huge contributors in terms of funding or votes. These contributors are affected by the settlement of land claims. In Saskatchewan the group most affected is farmers; in Alberta, it is the oil companies; and in B.C., it is the logging companies. These companies have profit agendas and are then forced to deal with Aboriginal groups.

Aboriginal People - contradicts the traditional view that land cannot be owned. They see land ownership as the means to self-determination. It means control of your own environment. It also signifies the recognition of the treaty agreements and also the recognition that Aboriginal people are entitled to a fair share.

13.

Gambling Positives	Gambling Negatives
- urban revitalization - creates employment - requires minimal training - diverse jobs - low investment capital - high rate of return - creates independence - brings in outside tourist money	- clients are poor and can't afford to be there (e.g., spending grocery budget) - limited scope of employment – is a job not a career - creates a somewhat false economy - addictive - open to nepotism - increase personal bankruptcy - marriage breakdowns increase - corrode families - loan sharking - crime rate rises

A visible declaration of self-government
- Aboriginal hiring
- Aboriginal control
- money goes back into Aboriginal community
- many facilities are reserve based
- generates revenue for other economic development

14. The purpose of Residential Schools was to eliminate Indian culture and to assimilate Indians into a European cultural paradigm. Schools were established by the federal government and administered through the Catholic and Anglican churches.

These schools met their objectives for the most part. Indian languages are endangered. Indian history (oral traditions) is lost. Ceremonies, religious objects, artifacts are lost or owned by Europeans. European values and laws have replaced Indian customs.

Contemporary issues are many.
- Local control of education – implementing Aboriginal content and language
- Re-establishing Indian customs, ceremonies
- People are learning traditional skills

There are negative sides. People are dealing with abuse issues. There are also degrees of family breakdown caused by child removal, parenting skills are not there. Decision making skills are affected as well. Basic trust factors, self-respect, positive self-concept are also areas that have been affected and Indian people are dealing with these.

Sample Student Response

Question:

The concept of "land claims" has been an issue that has caused much controversy. This controversy has prompted the federal government to address the issue of Aboriginal land claims. Outline the legal principles of First Nations land claims and the progress of the claims process to date. Use examples wherever possible to support your position.

Sample Student Essay:

The issue of Aboriginal "Land Claims" is a topic that has been in the media lots, but with unfair information, usually presenting the Aboriginal bands to be the greedy people who are taking the government and taxpayers to the cleaners. This means a lot of information that is pertinent is left out. It is important to look at the legal principles of "land claims" and also at the government's position.

In the 1800's when the treaties were established, it was put into a contractual agreement between the bands and the government that the government would guarantee one square mile of land for every family of five. This meant that the land surveyors used the equation, Historical population x 128 acres, to figure out the size of reserves. But due to corrupt surveyors, kickbacks and false counts the reserves were often only a fraction of the size intended. This land base was also supposed to be updated, but never was. Due to the transient nature of Aboriginal people the person counts were often not accurate. In the late 80's the bands started legal action to claim what was by contract legally theirs. To figure out how much they were owed they used the equation of Historical shortfall x 128 acres x Current population. When these were all tabulated it was figured that the government owed the First Nations people hundreds of millions of dollars (roughly 500 million). Being as the government is already in debt, this created a whole new set of problems.

The government over the years has acquired huge wealth from the natural resources that are on and around reserve bases. This means that it cannot simply give the land back, being as they do not own it. It also means that whenever the Aboriginal people buy land and it is qualified as reserve status they lose tax money. This is why the government has been stalling in the some 500 claims.

At present the government is resolving 2 claims per year. Each province has its own reasons to stall; Saskatchewan has the farming population. B.C. has the logging industry and Alberta has the oil. All of these industries are huge cash cows for the government and to lose them would cause resentment with these industries and mean loss of jobs and income. Some of these unions can basically put a party into power. For these reasons the government has not taken swift action on settling.

It is important to clear up misconceptions about Native "Land Claims." There are legal principles Aboriginal people are using, and there are reasons why the government has not been swift to act. Although the government has been underhanded in their dealings, the Aboriginal community is becoming too unrealistic in their "Treaty Claims rhetoric." Someday they will have to take control of their lives (without government help) and actually make themselves equal like the rest of taxpaying Canada. The importance of these findings is it gives us all a better understanding of these processes.

Marker Comments

Marks awarded:

2 marks for intro
- explains the argument and takes the position that he/she will argue.

2 marks for conclusion
- re-connects the argument with the intro. States a final position of the author.

1 mark for form, clarity, and mechanics
- 5 paragraphs. Some awkward sentence structure and mechanical errors (punctuation). Does not explain extensively but assumes the marker knows what he/she means.

12 Body
- 2 for outlining when claims arose.
  2 for information about formula.
  2 outlining why some of the problems occurred for Aboriginal people.
  2 outlining why some of the problems occurred for government.
  2 outlining benefits government received and rationale for payments.
  2 for making connections across Canada.

Deducted two because author was not clear between comprehensive and specific claims.

Total 17/20

Saskatchewan
Education

Appendix E

For more information, see the Table of Specifications.

Grade 12 Prototype Examination

Social Studies 30: Canadian Studies

Course Code 8307

_____
Barcode Number

_____ _____
Month Day
Date of Birth

_____
Assigned I.D. Number

October 2001

Social Studies: Canadian Studies

Time X Two and One-Half Hours

Do not spend too much time on any question.
Read the questions carefully.

MACHINE-SCORED SECTION: The first section of this examination will be multiple-choice questions. Record your answers on the Student Examination Form which is provided. Each question has four suggested answers, one of which is better than the others. Select the **best** answer and record it on the Student Examination Form as shown in the example below:

Example:

1. The province with the greatest percentage of its land area contained in one physiographic region is

Answers:

A. British Columbia.
B. Saskatchewan.
C. Quebec.
D. Newfoundland.

Student Examination Form:

1.	(A)	(B)	●	(D)	(E)

Use an ordinary HB pencil to mark your answers on the Student Examination Form. If you change your mind about an answer, be sure to erase the first mark completely. There should be only one answer marked for each question. Be sure there are no stray pencil marks on your answer sheet.

Do not fold either the Student Examination Form or the examination booklet. Be sure to complete the blue identification section of the Student Examination Form.

MARKER-SCORED SECTION: **Read Carefully.**

1. The remainder of the examination will be marker scored. Space is provided to answer in the examination booklet. If additional space is needed, answer paper will be provided.
2. Do not write your name or place any mark that would disclose your identity on the examination booklet or answer paper.
3. Leave a margin of one inch on the left side of all answer paper used.
4. Write all answers and solutions in **ink**. You may use pencil only for rough work and drawings.
5. Use clear, correct, and effective English and write neatly.
6. Plan the examination so that too much time is not spent on any one question.

Upon completion of the examination, place your Student Examination Form and answer paper behind the examination booklet and **insert both in the same envelope. Be sure to seal the envelope and complete the Student Identification Slip and the information requested on the face of the envelope.**

GRADE 12 DEPARTMENTAL EXAMINATION

SOCIAL STUDIES 30: CANADIAN STUDIES, PROTOTYPE EXAM

VALUE 40 (2×20)

SECTION I: Multiple Choice Questions

ANSWER QUESTIONS 1-20 ON THE STUDENT EXAMINATION FORM.

1. Change does not occur without

   A. money.
   B. cause.
   C. conflict.
   D. force.

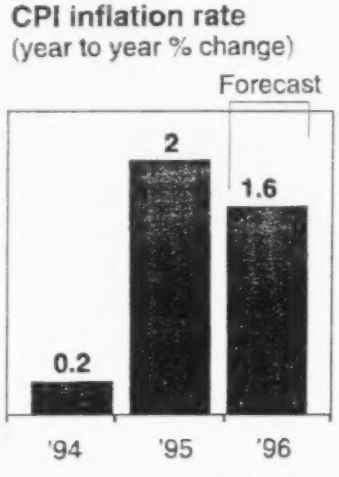
2. The Office of the Treaty Commissioner Equity Formula, which is a method of fulfilling Native land claims and providing compensation for land never received, is an example of which of the following attitudes toward change?

   A. denial
   B. acknowledgement
   C. acceptance
   D. defence

3. Use the bar graph of the CPI inflation rate to answer the following question.

   The CPI inflation rate bar graph shows

   A. the change in the rate of inflation will be less from 1995 to 1996 than it was from 1994 to 1995.
   B. the inflation rate was twice as high in 1995 as it was in 1994.
   C. the increase in the inflation rate in 1995 was due to increased taxes.
   D. Canadians will spend less in 1996.



(*Saskatoon StarPhoenix*, Dec. 23, 1995.)

4. The model that describes an economic system that relies on basic products from natural resources is a

   A. value added model.
   B. multinational corporation model.
   C. hinterland model.
   D. staples model.

5. The privatization model suggests economic decision-making should be left to

   A. global markets in which government intervention is limited.
   B. marketing boards which control supply and pricing of goods.
   C. cooperatives based on democracy.
   D. the federal government which can levy tariffs.

6. Certain aspects of culture should be protected from contact with other cultures because of the risk of contamination and change.

   Which of the following acculturation models does this statement most accurately describe?

   A. annihilation
   B. segregation
   C. assimilation
   D. accommodation

7. Some cultures, because of their supposed superiority and power, feel they have the right to destroy other cultures. Which of the following acculturation models does this statement most accurately describe?

   A. annihilation
   B. segregation
   C. assimilation
   D. accommodation

8. Which of the following is **NOT** an example of immigrants being brought to Canada for economic reasons?

   A. Chinese in the 1880s
   B. investors
   C. "peasants in sheepskin coats"
   D. Vietnamese refugees

9. Canada's immigration policy is based on humanitarian and economic criteria. It is fair to say that current policy has encouraged cultural

A. homogeneity.
B. growth.
C. diversity.
D. conflict.

10. Which one of the following terms does **NOT** apply to the Canadian system of government?

A. parliamentary sovereignty
B. congressional system
C. constitutional monarchy
D. Loyal Opposition

11. The amending formula to change the constitution of Canada does **NOT** include

A. approval by the Parliament of Canada.
B. approval of at least two-thirds of the provinces.
C. a provision for up to three provinces to opt out of an amendment to provincial powers or rights.
D. approval of the Canadian people through a referendum.

12. When a nation pursues an economic policy of protectionism, it will

A. work at economies of scale.
B. limit the amount of imports.
C. increase the amount of imports.
D. limit the amount of exports.

13. Which of the following should result from a free trade policy?

A. an overall increase of exports
B. an overall decrease of imports
C. an overall decrease of GDP
D. an overall increase in government intervention

14. The Auto Pact is an excellent example of what kind of economic model?

A. marketing boards
B. free trade
C. western diversification
D. protectionism

15. Canada is a member of the W.T.O. The purpose of this organization is to

A. liberalize world trade.
B. protect Canadian industries.
C. increase farm subsidies.
D. raise world-wide tariff levels.

16. Amnesty International is a good example of a(an)

A. I.G.O. (intergovernmental organizations).
B. M.N.C. (multinational corporations).
C. G.A.T.T (General Agreement on Tariffs and Trade).
D. N.G.O. (nongovernmental organizations).

17. Those who ACCEPT the Canadian worldview tend to see change in the worldview as

A. an opportunity for growth.
B. not applying to them.
C. a threat to their assumptions.
D. something that affects other people only.

18. Which of the following moral tests asks us to evaluate the alternative viewpoints in a dialectical argument by applying our personal values?

A. new cases
B. universal consequences
C. role exchange
D. value claim

19. If the assumptions that are part of a worldview should change, the immediate result for people would likely be

A. confusion.
B. acceptance.
C. validation.
D. loss of power.

Use the following cartoon to answer question 20.

(*Saskatoon StarPhoenix*, May 9, 1997.)

20. The cartoonist is trying to show that

A. Prime Minister Chrétien helped build dikes during the Manitoba floods of May, 1997.
B. Prime Minister Chrétien cares more about winning the election than the damage caused by the flood.
C. the Liberal party is well protected from the flood.
D. the Liberal election platform is on dry ground.

ANSWER THE REMAINING QUESTIONS IN THE SPACES PROVIDED.

20 SECTION II: Short-Answer Questions (Compulsory)

ANSWER ALL QUESTIONS IN THIS SECTION.

There are 5 marks for each question. In paragraph answers, 1 mark will be allotted for proper paragraph construction.

5 1. In 1995, Robert Latimer, a Saskatchewan farmer, was convicted of the second degree murder of his daughter. He claimed his action was done out of love and compassion for her and to end her suffering from cerebral palsy.

In **ONE** properly constructed paragraph,

a. state TWO alternative viewpoints concerning this issue, and

b. choose ONE of the viewpoints and give TWO reasons in support.

5 2. A contract is an agreement entered into voluntarily by two or more parties who make promises to each other.

In **ONE** properly constructed paragraph, explain whether the concept of citizenship fits this definition of a contract.

5 3. Sovereignty is a set of powers held by the highest authority of government. Popular sovereignty is the major alternative to parliamentary sovereignty.

In **ONE** properly constructed paragraph, show how parliamentary sovereignty differs from popular sovereignty and explain which form of sovereignty you feel is the best and why.

5 4. Canada is an active member in many international organizations. One international organization we have a membership in is the World Trade Organization (W.T.O.).

Answer the following questions in point form.

(2) a. What are TWO basic principles of the World Trade Organization (W.T.O.)?

(2) b. What influence does the W.T.O. have on world trade?

(1) c. Is this good OR bad? Why?

SECTION III: Short-Answer Questions (Student Choice)

20 ANSWER FOUR OF THE FOLLOWING SIX QUESTIONS (QUESTIONS 5, 6, 7, 8, 9, AND 10).

There are 5 marks for each answer. In paragraph answers, 1 mark will be allotted for proper paragraph construction.

NOTE: If more than four questions are attempted in this section, only the first four attempted will be marked unless you indicate clearly which four questions you want graded.

5 5. Refer to the issue outlined in Section II, Question 1, as well as your response, to answer this question.

In ONE properly constructed paragraph,

a. show how you would apply ONE of the three moral tests (role exchange, new cases or universal consequences) to BOTH of the alternative viewpoints, and

b. state and support a personal conclusion about this issue.

5 6. Change is a process in which people's reaction to different situations ranges over time. Significant change forces members of a society to make choices about how they will react to change.

In **ONE** properly constructed paragraph,

- list THREE of the four reactions (stages) to change, and
- choose ONE of your reactions (stages), and provide ONE example of this reaction from your course of study or personal experience.

5 7. In point form, provide ONE example for each of the following terms to show how each might describe the Canadian economic model:

(1) a. value-added

_____

_____

(1) b. staples

_____

_____

(1) c. heartland

_____

_____

(1) d. hinterlands

_____

_____

(1) e. agglomeration

_____

_____

5 8. Use the brief reading that follows to develop a concept map which adequately describes the National Policy.

The government developed a "National Policy" in the late 1870s to increase east-west, cross-Canada links. The National Policy, developed largely by Prime Minister John A. Macdonald, had three main goals:

First, place a tariff on American-made goods entering Canada. This would make U.S. goods more expensive and therefore encourage the growth of industry in Ontario and Quebec.

Second, increase settlement in the Prairie West. Settlers in the West would grow crops for export and buy goods from industries in Central Canada. Canada, the government hoped, would become a transcontinental nation, with Quebec and Ontario as the dominant partners.

Third, complete the Canadian Pacific Railway. The CPR would carry settlers to the West, satisfy British Columbia's desire for an east-west transcontinental link, and help east-west trade within Canada.

(Smith, C. F., McDevitt, D. J., and Scully, A. L. *Canada Today 3rd Ed.* Scarborough, Ontario: Prentice Hall, 1996.)

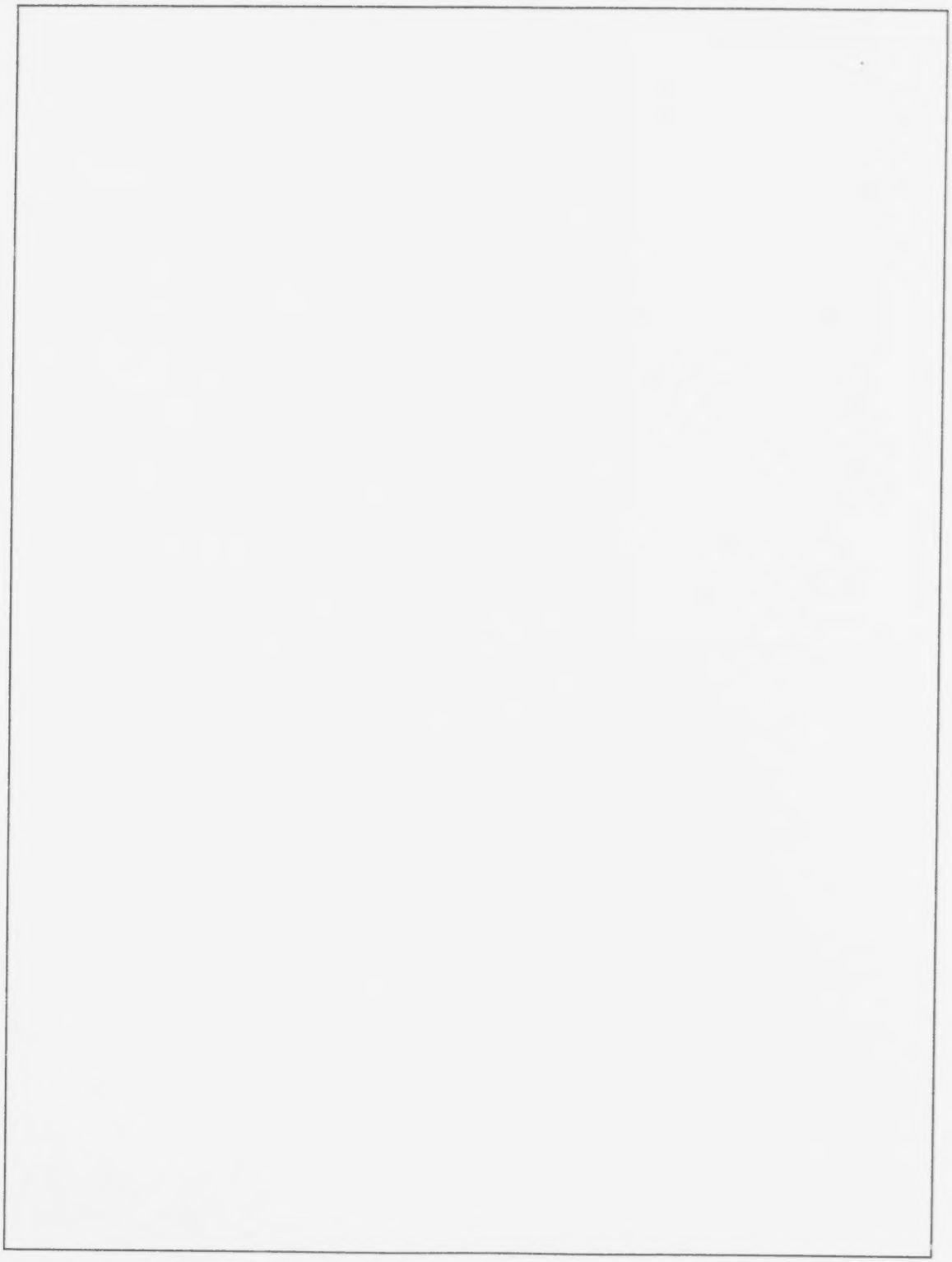
Directions for concept mapping:

(2) • select and organize the key concepts into a hierarchical concept map which summarizes the main ideas of the reading

(1) • circle each concept and join the concepts with relationship lines

(2) • label each relationship line with a verb or a preposition

Concept Map



5 9. **Complete the data grid or matrix entitled "Rebellion in the Canadas" to answer this question.**

In the late 1830s, rebellion against the government broke out in both Upper and Lower Canada. Complete each open cell of the grid.

Rebellion in the Canadas

		Upper Canada	Lower Canada
(1)	Leader's Name		Joseph Papineau
(1)	Rebel group's name	Reformers	
(1)	Elite group who held power		Chateau Clique
(2)	General outcomes of the rebellions		

5 10. In an ongoing debate, Canadian immigration policy has moved back and forth between an 'Open Door' and a 'Closed Door' policy. Regulations could be manipulated to keep out 'non-preferred' applicants. In 1912, only seven African Americans were allowed into Canada, and between 1923 and 1947, only eight Chinese.

In **ONE** properly constructed paragraph,

- give TWO assumptions (parts of the Canadian world view) that are challenged by these examples, and
- explain which of the processes of acculturation this immigration policy was following.

SECTION IV: Essay Question (Student Choice)

20 CHOOSE ONE OF THE FOLLOWING FOUR QUESTIONS (QUESTIONS 11, 12, 13, AND 14).

Write a five-paragraph dialectical essay which conforms to the following format.

Paragraph 1. Write an introduction that describes the issue to be considered, identifies the alternative viewpoints to be discussed, and explains the significance of the issue.

Paragraph 2. Explain one of the viewpoints by stating the viewpoint, identifying who (individual, group, country, etc.) supports this viewpoint, and providing two pieces of evidence to support this viewpoint.

Paragraph 3. Explain the alternative viewpoint by stating the viewpoint, identifying who (individual, group, country, etc.) supports this viewpoint, and providing two pieces of evidence to support this viewpoint.

Paragraph 4. Explain how the evidence you provide in paragraphs two and three does or does not support each viewpoint and apply ONE of the moral tests to BOTH viewpoints.

Paragraph 5. Present your conclusion by stating the viewpoint you support and summarizing evidence and moral tests which support your viewpoint.

Marks will be assigned as follows: 4 marks for paragraph 1
4 marks for paragraph 2
4 marks for paragraph 3
3 marks for paragraph 4
3 marks for paragraph 5
2 marks for form, clarity, and mechanics

11. Canada's economy developed primarily as a staples model. This model has provided many benefits to many Canadians, including one of the higher standards of living in the world. Some argue that we should continue with this successful model. Others argue that more emphasis should be placed on a value-added model to provide even greater benefits to Canadians.

12. A reality of Canadian society is that it is made up of an extremely large number of immigrants and their descendants representing many different ethnic groups. Some argue that these people have a responsibility to accept and assimilate into Canadian culture. Others argue that these groups have a right to retain and promote their heritage.

13. In a democracy, rule is by the majority while protecting the rights of the minority. Some argue that minority rights are best protected by lawmakers through parliamentary tradition. Others argue that minority rights are best protected by entrenching them in the Charter of Rights and Freedoms which is then interpreted by the judiciary.

14. All nations have the right to self-determination. This means that it is Canada's right to assess its own best interests and to make choices that will allow Canada to develop as Canadians see fit. Some argue that we should increase our role in the international community. Others argue that we should withdraw from the international community so that we may concentrate on domestic problems.

PLANNING

You may wish to use this space to explore and organize your ideas before you write your response.

Question # _____

GRADE 12 DEPARTMENTAL EXAMINATION

SOCIAL STUDIES 30: CANADIAN STUDIES PROTOTYPE EXAM - ANSWER KEY

SECTION I: Multiple-Choice

1. B	6. B	11. D	16. D
2. C	7. A	12. B	17. C
3. A	8. D	13. A	18. C
4. D	9. C	14. B	19. A
5. A	10. B	15. A	20. B

SECTION II - Short Answer Compulsory

1. (2) A. Latimer = Euthanasia vs. Life is sacred (medical capacity)
(3) B. Latimer = humane, compassion, put an animal out of pain, no hope for 'normal' life, etc.
Medical = can keep her alive, she did not choose to die, he did not have the right

2. (4) Yes = Ch of R & F is rights and responsibilities, we know what citizenship entails before 'signing on the dotted line', no hidden agenda, etc.
(1) Proper paragraph construction

3. (2) Par = we allow elected officials to make decisions for us
Pop = the supreme authority rests with the people and no other individual or organization
(2) answers will vary
(1) Proper paragraph construction

4. (2) A. equal treatment of members, elimination of import quotas, reduction of tariffs by multilateral negotiations
(2) B. lowering tariffs, boosting (free) international trade
(1) C. Good = lower protectionism means higher competition, efficiency, economies of scale, increased interdependency, etc.
Bad = some countries left behind because they can't compete, the rich get richer, etc.

SECTION III - Short Answer Choice

5. (4) New Cases = what happens the next time a situation like this develops...
Role Exchange = If I were Robert Latimer... OR If I were Tracy Latimer...
Universal Consequences = What if everybody did this in this situation...
(1) Proper paragraph construction

6. (3) A. 1 - denial that any change is necessary
2 - acknowledge that a situation requires some concern
3 - accept that something should be done
4 - defend the change that was made
(1) B. answers will vary = historical & personal examples
(1) Proper paragraph construction

7. (1) A. the lack of value added (industrial/manufacturing) means Canada has an immature economy and loses wealth & standard of living
(1) B. our staples (raw resources) means we are forced to import higher-priced finished products from our exported raw materials
(1) C. central Canada is thought of as the factory of Canada
(1) D. we have many areas dependent upon a raw resource, seasonal, boom & bust
(1) E. urban centre - large pools of labour/markets - economies of scale

8. CONCEPT MAP

9.

		Upper Canada	Lower Canada
(1)	**Leader's Name**	William Lyon Mackenzie	*Joseph Papineau*
(1)	**Rebel group's name**	*Reformers*	Patriots
(1)	**Elite group who held power**	Family Compact	*Chateau Clique*
(2)	**General outcomes of the rebellions**	Durham Report Act of Union Resp/Rep Govt with Confederation	

10. (2) Any two that apply (see Curriculum Guide - p. 328)
(2) Segregation (annihilation?)
(1) Proper paragraph construction

(20) **SECTION IV - Essay Answers** - data and examples used will vary but the structure of the essay should be evident, as should the dialectic of opposing viewpoints.

11. Further development of raw materials vs. industrialism

12. Mosaic vs. Melting Pot (diversity vs. homogeneity)

13. Parliamentary vs. Judiciary (elected vs. appointed, laws [changing] vs. entrenching)

14. Increased international presence vs. increased domestic priorities

Sample Student Answers and Marker Scores/Comments

SECTION II: Short Answer Compulsory

Good Answer 1. (2) a) Viewpoint #1 - it is not humane to allow a child to suffer needlessly from an affliction such as cerebral palsy and death will give her rest. Viewpoint #2 - it is wrong to take fate into your own hands. People must respect all human life. Murder is illegal. (3) b) Reasons supporting Viewpoint #2 - the girl was still alive, so technically, he did murder her, which is illegal in Canada. There could be new developments in drugs and therapies to limit suffering.	**Marker Comments:** Good answer (5/5) a) clearly defined viewpoints b) support for viewpoint through factual/moral support
Average Answer 1. (2) a) Two viewpoints are: 1) This man killed his daughter out of selfishness and should be charged with second degree murder. 2) This man killed his daughter out of love, to end her suffering and should not be charged for no crime was committed. (1) b) I will choose viewpoint number (2). Robert Latimer was thinking only of his daughter when he did this. She had already been through so much suffering and it hurt him so much to see her go through anymore. It also hurt him very much to see someone he loved so dearly constantly in pain.	**Marker Comments:** Average answer (3/5) a) adequate definition of viewpoints b) only 1 real piece of evidence supplied

SECTION III: Short Answer Choice

Good Answer 5. Universal consequences - if everybody were to kill their mentally/physically handicapped children, this would outrage society. It is not only unfair, it is inhumane. Medical advances are constantly being made and not allowing these people a fighting chance would be wrong. This could start a stream of prejudice and hatred, also. People could get the wrong message and see this as accepted killing of people who are different. There are many handicapped people in Saskatchewan and our accepted value is to help these people (i.e. Telemiracle) not to kill them. If everybody chose to let their disabled children live, there are several possible outcomes. There would be an increase in medical costs which would lead to a tax increase. Taxes would also increase because assistance programs for the disabled would be necessary. There would also be a greater demand for change to our existing health care to look after in-home needs. More health care workers would need to be hired. The workers would be taking care of members of the population who are less healthy and cannot contribute to society. My personal viewpoint is that this (killing handicapped people) is wrong and zero tolerance should be allowed. People must consider the repercutions this would have if people saw this as acceptable.	**Marker Comments:** Good answer (5/5) - moral test properly/ accurately used - personal viewpoint clearly stated - good mechanics

Average Answer	Marker Comments:
5. If all parents of a handicapped child decide to end the suffering of their personal child there would be many parents going to jail. These children do have a right to live, they may have a harder time than most normal children but have the same reason for living and that is to grow older and learn about how life treats people.	Average answer (3/5) - moral test not completely applied - improper paragraph construction

SECTION IV: Essay

11. We in Canada have always used a staples product model. While it has given us one of the highest standards of living in the world, is it best for us? Some argue we should continue with it as it has made us successful. Others argue that we could have more if we used another model such as value added.

The staples product theory states that we extract resources from the land and sell them with very little processing. This idea has been used in Canada since it started and has made us one of the greatest countries in the world. We have one of the highest standards of living in world. We are a very large country and very rich in resources, why shouldn't we use them? I guess it comes down to if it's not broke, don't fix it.

Using the staples product theory means actually losing money. We extract the resources, sell them, then buy them back after they have been made into finished goods, at an increased price. Yes, we are a great country, but we could be even greater. Manufacturing more things in Canada means that we get the extra money from value added, which means we have more money to spend on govt. programs, charities, etc. If we have come this far and gotten this much on staples product theory, just imagine how much more there could be with a value added model.

Using the universal consequences test, if we changed to a value added model, in the long run there would be more money available to the govt., which would mean it gets distributed through society. Using the universal consequences test of remaining a staples model, Canada would eventually run out of resources and wealth.

Clearly, given a choice, I would pick for greater economic stability by using a value added model. While we are great, we do have economic problems, they aren't exactly small ones either and a value added model would have greater advantages for everyone I believe.

Marker comments:

Paragraph 1 clearly states the topic without directly copying all of the question from the examination.

Paragraphs 2 and 3 explain the alternative viewpoints with fairly good detail.

Paragraph 4 specifically applies one moral test as directed in the essay instructions.

The conclusion in paragraph 5 could have been explained more fully.

Transitions are weak so paragraphs are not clearly linked together.

There are grammar and mechanical problems.

Mark range: 15 - 16 out of 20

Good Answer

12. Canada, as a country and as a society, is perhaps best known for its abundance of cultures that have continued on so obviously with their heritage. The importance of maintaining one's ethnic background may be a priority for one person while another is indifferent. Canadians have long debated the issue of multiculturalism. As with any other issue, two sides have emerged. Keeping with Canada's multicultural tradition a group of people have argued that personal heritage is important and one should be able to express it as they see fit. Others have argued that joining Canada and becoming a citizen means just that and one should adopt Canadian culture as their own.

All people should have the right to retain their culture both privately and publically. According to the Canadian Charter of rights and Freedoms, they legally do have that right. Different cultures have a lot to add and when put together the benefits of having so many possibilities become enormous. Currently, Canadian culture is a mixture of a number of cultures who have immigrated here for a better life. They received this life that they were hoping for and continued on with their culture. This is what made Canada. There was not any "Canadian Culture" to begin with. It developed through the years as different people added their opinions, tastes, talents and traditions into society.

A person living in Canada and claiming citizenship should think of him/herself just as that, a Canadian citizen. People immigrated to this country because of all the things Canada has to offer. They are taking advantage of everything Canada has to offer and yet still maintaining they are someone else. A Canadian culture is not all that different from other cultures. If one wanted to maintain one's heritage, it would have been expected that that person would have stayed in their home country if culture was so important to them. To live in Canada means to live as a Canadian.

In a multicultural society the benefits will ultimately outweigh the drawbacks. More cultures means more opportunities for innovation and advancement yet a diversity of cultures presents more opportunity for a national revolution. Moving to a new country and being faced with new ways, I would want to have my traditions and faith to fall back on for comfort. As a native from Canada, I would feel that newcomers should adopt what I have learned in the Canadian culture, and may see new traditions as a threat.

Multiculturalism and assimilation both have validity that can be justifiably argued. To retain a culture and all that it entails is important, but to retain one's individual rights is just as important. To live in a country like Canada, you have all the rights and freedoms one would possibly need. Underneath all the titles and traditions, we are all just human beings and that is what is important and should be enough.

Marker Comments:

Good answer (20/20)

- essay conforms to format required
- very good mechanics (some small errors)
- excellent subject knowledge
- excellent understanding of dialectical process
- essay comes to a valid conclusion

Average Answer

12. When immigrants are allowed into Canada should they be allowed to retain and promote their heritage or should they have the responcibility to accept and assimilate into Canadian culture.

Immigrants into Canada should be allowed to practise their own heritage and religion, so long as they are not disturbing anyone else with their practises. Many people even in Canada has different religions and no one critisizes them for what they believe.

Immigrants into Canada should accept our lifestyle as one of the conditions of moving into our country. They should honor our faiths and use our health facilities to care for themselves.

If I were in the position of the immigrant, I would want to live my life the way I did in my own country and not be judged for who I was. Although, if I were a neighbor to immigrants I wouldn't want to have them slattering pigs in their back yard either. The family of immigrants that wanted to have their daughter circumsized here in Canada was wrong. I believe if they wanted her circumsized they should have done it in their own country before they came here.

Many different views may be aroused by this topic such as freedom of speech and religion but also the rights of all the Canadians, who have been here since we were born. There is really nothing that can be done other than not allowing immigrancy which is really not an option.

Marker Comments:
Average answer (12/20)
- poor mechanics
- poor introductory paragraph

} Writing/grammar and essay format

- limited factual knowledge
- incomplete application of the dialectical process